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ABSTRACT

These proceedings contain 14 presentations and other materials from a conference to exchange ideas and encourage planning in continuing education. Introductory materials include a conference program and a preconference orientation that review the definition of the continuing education unit (CEU). Results of a sharing session on ideas for surviving the changing environment in which noncredit education is offered and a welcoming speech are provided. The presentations focus on an industrial policy for continuing education, effective and economic program promotion, the effectiveness and worth of program evaluation, the value of good instructors to a collegiate continuing education program, a study on the current status of practice standards in continuing education, a study to identify the continuing educational policies of professional associations and licensing boards, the changing accreditation guidelines for continuing education, implementation of a CEU program, the acceptance of the CEUs by the health sector, industry's support of and demand for quality continuing education, promotion of hard-to-sell programs, use of program evaluation for monitoring and improvement, and good instructors of programs offered by associations. A final presentation, not delivered at the conference, discusses continuing education as the key to profitability and productivity. (YLB)

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Proceedings of the Council on the Continuing Education Unit

Fifth Annual Conference

June 9-10, 1983

"Enhancing Quality in Continuing Education"

CE038478

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COUNCIL ON THE CONTINUING EDUCATION UNIT
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The Continuing

Education Unit

*Please Note: Presentations not printed herein were informal in nature and not readily adaptable to written proceedings.

These proceedings were compiled and edited by Suzan H. Schafer, Associate Director of the Texas Tech University Division of Continuing Education, with the assistance of Teresa A. Edwards, Editorial Assistant for the Texas Tech Division of Continuing Education.

Many thanks to the CCEU Board of Directors and the contributors and participants of the Fifth Annual Conference of the Council on the Continuing Education Unit.

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COUNCIL ON THE CONTINUING EDUCATION UNIT
FIFTH ANNUAL CONFERENCE
ENHANCING QUALITY IN CONTINUING EDUCATION
JUNE 9-10, 1983
DALLAS, TEXAS

WEDNESDAY JUNE 8, 1983

EVENING

6:00 - 9:00	*Foyer*	CONFERENCE REGISTRATION
7:00 - 10:00	*Board Suite*	BOARD RECEPTION FOR ALL PARTICIPANTS

THURSDAY, JUNE 9, 1983

MORNING

7:30 - 4:30	*Foyer*	CONFERENCE REGISTRATION
7:45		OPTIONAL CONCURRENT SESSIONS
	Executive 4	• PRECONFERENCE ORIENTATION TO THE CEU *KEITH E. GLANCEY, EXECUTIVE SECRETARY, CCEU*
	Executive 5	• ORIENTATION TO THE COUNCIL FOR AFFILIATES AND OTHER INTERESTED PARTIES *LEONARD R. BRICE, PRESIDENT CCEU*
	Executive 1/2	• SHARING OF IDEAS FOR SURVIVING A CHANGING ENVIRONMENT (For Experienced CCEU Members) *ROBERT A. FERRY, BOARD MEMBER, CCEU* *ANITA C. MADISON, BOARD MEMBER, CCEU*
	West Ballroom	• INFORMATION EXCHANGE SESSION
9:00	*North Ballroom* *Presider: Len Brice*	WELCOME AND CONFERENCE INTRODUCTIONS *MICHAEL MEZACK, DIRECTOR, CONTINUING EDUCATION TEXAS TECH UNIVERSITY* *JAN LECROY, CHANCELLOR, DALLAS COUNTY COMMUNITY COLLEGE DISTRICT*
	North Ballroom	"THE ECONOMIC FUTURE-WHAT'S AHEAD FOR CONTINUING EDUCATION?" *HENRY S. REUSS, ATTORNEY, CHAPMAN, DUFF & PAUL WASHINGTON D.C.*
10:00		*REFRESHMENT BREAK*
10:30		CONCURRENT SESSIONS I*
	Executive 1/2 *Presider: Adelle Robertson*	"PLANNING PROGRAMS: VALIDATING INTUITION, WHY NEEDS ASSESSMENTS FAIL" *MILTON R. STERN, DEAN, CONTINUING EDUCATION-UNIVERSITY OF CALIFORNIA-BERKELEY*

THURSDAY, JUNE 9, 1983

10:30 CONCURRENT SESSIONS I (CONTINUED)

East Ballroom
Presider: Mary Frances Hester
- "PROGRAM PROMOTION: EFFECTIVE AND ECONOMICAL METHODS"
  KATHRYN S. COLLINS, MANAGER, OFFICE OF PROFESSIONAL DEVELOPMENT, CLEMSON UNIVERSITY

Executive 4
Presider: John Valley
- "PROGRAM EVALUATION: A KEY TO QUALITY"
  SCARVIA ANDERSON, PROFESSOR OF PSYCHOLOGY
  GEORGIA INSTITUTE OF TECHNOLOGY

Executive 5
Presider: Howard Sparks
- "WHY GOOD INSTRUCTORS?"
  C. PAUL SPARKS, CONSULTANT, HOUSTON

11:30 LUNCH ON YOUR OWN

AFTERNOON

1:00 PLENARY SESSION

North Ballroom
Presider: Len Brice

"DEVELOPING STANDARDS FOR GOOD PRACTICE IN CONTINUING EDUCATION: OUR FINDINGS AND THEIR IMPLICATIONS"

GROVER J. ANDREWS, PRINCIPAL INVESTIGATOR, ASSOCIATE VICE CHANCELLOR FOR EXTENSION AND PUBLIC SERVICE, NORTH CAROLINA STATE UNIVERSITY
LOUIS PHILLIPS, CO-INVESTIGATOR, ASSOCIATE DIRECTOR, GEORGIA CENTER FOR CONTINUING EDUCATION, UNIVERSITY OF GEORGIA
RICHARD HOUSE, DIRECTOR OF RESEARCH, DIRECTOR OF CONTINUING EDUCATION, SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF NORTH CAROLINA

1:45 PANEL PRESENTATION WITH REACTORS REPRESENTING FIVE FIELDS

LEN BRICE, MODERATOR

- HEALTH
  J. RHODES HAVERTY, M.D. DEAN, SCHOOL OF ALLIED HEALTH, GEORGIA STATE UNIVERSITY
- EDUCATION
  ALVIN LIERHEIMER, ASSISTANT COMMISSIONER FOR HIGHER EDUCATION, STATE OF NEW YORK
- BUSINESS & INDUSTRY
  THEODORE SETTLE, PROGRAM DEVELOPMENT AND EVALUATION DIRECTOR, NCR CORPORATION
- GOVERNMENT
  ERNEST NAGLER, PERSONNEL DEVELOPMENT DIRECTOR, STATE CONNECTICUT
- PROFESSIONS
  LOCHLANN DEY, DIRECTOR, CPE COURSE DEVELOPMENT AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

2:15 CONCURRENT SPECIAL INTEREST GROUPS: DISCUSSIONS AND IMPLICATIONS FOR OUR FUTURE**

East Ballroom	HEALTH	J. RHODES HAVERTY	Presider: Conrad Ferrara
North Ballroom	EDUCATION	ALVIN LIERHEIMER	Presider: Milt Stern
Executive 1/2	BUSINESS	THEODORE SETTLE	Presider: Vincent Miller
Executive 4	PROFESSIONS	LOCHLANN DEY	Presider: Bob Ferry
Executive 5	GOVERNMENT	ERNEST NAGLER	Presider: Bill Turner

**Reactors and concurrent interest group leaders are members of the project review panel

3:25 REFRESHMENT BREAK

3:45 - 4:45 CONCURRENT SESSIONS II

Executive 5
Presider: Bob Ferry

- "CONTINUING PROFESSIONAL EDUCATION RE-LICENSURE AND RECERTIFICATION REQUIREMENTS: IMPLICATIONS FOR CONTINUING EDUCATION PROVIDERS"
  DON F. SEAMAN, PROFESSOR, ADULT AND EXTENSION TEXAS A&M UNIVERSITY
  SHARON LAGRAVIER, TEXAS A&M UNIVERSITY

Executuve 4
Presider: Bill Turner

- "THE CHANGING ACCREDITATION GUIDELINES FOR CONTINUING EDUCATION: SACS VIEW"
  HENRY L. ASHMORE, ASSOCIATE EXECUTIVE DIRECTOR, COMMISSION ON COLLEGES, SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Executive 1/2

- "ALL YOU NEEDED TO KNOW BUT WERE AFRAID TO ASK ABOUT THE CEU"
  KEITH GLANCEY, EXECUTIVE SECRETARY, CCEU
  JOSEPH HOOVER, BOARD MEMBER, CCEU

East Ballroom

- "REPORT OF THE TASK FORCE ON THE ACCEPTANCE OF THE CEU IN ALLIED HEALTH"
  AUDREY F. SPECTOR, NURSING PROGRAM DIRECTOR SOUTHERN REGIONAL EDUCATION BOARD
  CONRAD P. FERRARA, CHIEF SUPPORT SERVICES CENTER FOR PROFESSIONAL DEVELOPMENT AND TRAINING, CENTERS FOR DISEASE CONTROL

EVENING

6:30 Belo Mansion NO HOST COCKTAILS (transportation will be provided beginning - 6:00 pm)
DINNER AND EVENING ENTERTAINMENT

FRIDAY, JUNE 10, 1983

MORNING

8:30 North Ballroom CCEU BUSINESS MEETING
Presider: Len Brice

9:15 North Ballroom "CONTINUING EDUCATION: WHY I SUPPORT AND DEMAND QUALITY"
Presider: Suzan Schafer JOSEPH ALIBRANDI, PRESIDENT, WHITTAKER CORPORATION

10:00 REFRESHMENT BREAK

10:30 CONCURRENT SESSIONS III*

Presider: Audrey Spector — Executive 1/2

- "CRITERION-REFERENCED INSTRUCTION: THE METHOD AND APPLICATIONS IN THE TRAINING OF HEALTH PROFESSIONALS"
  CONRAD FERRARA
  WAYNE BROWN, CHIEF, PROGRAM SERVICE, CENTER FOR PROFESSIONAL DEVELOPMENT AND TRAINING, CENTERS FOR DISEASE CONTROL

East Ballroom

- "PROMOTING HARD-TO-SELL PROGRAMS"
  KATHRYN COLLINS

Executive 4

- "PROGRAM EVALUATIONS: WHAT ARE WE DOING RIGHT? HOW CAN WE DO BETTER?"
  SCARVIA ANDERSON

Executive 5

- "INSTRUCTIONS MAKE OR BREAK A PROGRAM: SELECTING AND TRAINING FOR SUCCESS"
  C. PAUL SPARKS

11:30

Presider: Len Brice — North Ballroom

- "CONTINUOUS EDUCATION: THE KEY TO PROFITABILITY AND PRODUCTIVITY"
  GEORGE A. RIEDER, VICE PRESIDENT, HUMAN RESOURCES REPUBLICBANK CORPORATION OF DALLAS (This presentation was submitted for the proceedings but not delivered at the conference.)

12:15 CONFERENCE ADJOURNMENT

*See attached sheets for session description.

ADDED FEATURE: An opportunity for participants to privately consult with continuing education and CEU experts regarding special issues. Please check at the conference registration desk.

THE CONFERENCE PLANNING COMMITTEE WOULD LIKE TO EXPRESS ITS APPRECIATION TO: THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT FOUNDATION FOR PROVIDING THEIR FINANCIAL ASSISTANCE IN SUPPORT OF THE THRUSDAY EVENING "FIESTA" AND ENTERTAINMENT! THE COMMITTEE ALSO IS GRATEFUL TO THE TEXAS TECH UNIVERSITY DIVISION OF CONTINUING EDUCATION AND DALLAS COUNTY COMMUNITY COLLEGE DISTRICT FOR THEIR COORDINATION AND IMPLEMENTATION OF THE CONFERENCE.

CONCURRENT SESSIONS I DESCRIPTIONS

Thursday, June 9, 1983
10:30 - 11:30 a.m.

MILT STERN
Executive Room 1/2

"Planning Programs: Validating Intuition, Why Needs Assessments Fail"
Focusing on continuing education program planning primarily in university based institutions, discussion will include working with faculty advisory groups, professional societies, and trade groups; dealing with coordinators, not necessarily curriculum experts; and developing liberal arts and humanities programs with no clearly defined target audience.
Presider: Adelle Robertson

KATHRYN S. COLLINS
East Ballroom

"Program Promotion: Effective and Economical Methods"
Program promotion for courses which emphasize professional development and may satisfy a continuing education requirement will be explored. These courses usually are repeated often, are relatively expensive, and are paid for by the employer.
Presider: Mary Francis Hester

SCARVIA B. ANDERSON
Executive Room 4

"Program Evaluation: A Key to Quality"
Determining whether the program was of any value to the participants and whether they and/or their employers got their money's worth is necessary to stay in business. This session will focus on program evaluations for quality control of content and delivery systems.
Presider: John Valley

C. PAUL SPARKS
Executive Room 5

"Why Good Instructors?"
It is difficult to be sure an expert in the field is also a good teacher for your continuing education program. Working with community course instructors or conference speakers can be tricky but necessary for success.
Presider: Howard Sparks

CONCURRENT SESSIONS II DESCRIPTIONS

Friday, June 10, 1983
10:30 - 11:30 a.m.

CONRAD FERRARA
Executive Room 1/2

"Criterion-Referenced Instruction: The Method and Applications in the Training of Health Professionals"
This session focuses on the use of CRI, Centers for Disease Control, U.S. Public Health Service, Atlanta Georgia. Specific areas addressed include: performance based training design; use of CRI by students in the classroom; selection and training of course managers; and utilization of trained course managers in state health training programs.
Presider: Audrey Spector

KATHRYN S. COLLINS
East Ballroom

"Promoting Hard-to-Sell Programs"
This session focuses on community-based programs, liberal arts areas, and other courses which center around personal development. These program audiences usually are less definable although fees and the publicity budget are lower.

S[illegible]VIA B. ANDERSON
E[illegible]ecutive Room 4

"Program Evaluation: What Are We Doing Right? How Can We Do It Better?"
Evaluating a program for liberal arts or a personal development course is difficult; yet feedback is important. This session discusses what information should be requested and how it can be most useful for program improvement.

C. PAUL SPARKS
Executive Room 5

"Instructors Make or Break a Program: Selecting and Training for Success"
Program effectiveness depends upon the instructor's ability to present the materials in a well-prepared, confident manner. Instructor selection and training becomes vitally important when course success and participant recommendations to others is dependent upon one or two instructors.

PRECONFERENCE ORIENTATION TO THE CEU

KEITH E. GLANCY

ORIENTATION AND INTRODUCTION TO THE CONTINUING EDUCATION UNIT

Dr. Keith E. Glancy
Evening College, The Johns Hopkins University
Baltimore, Maryland

This session is listed as an introduction for those of you who are relatively new to the concept of the CEU. The purpose of this session, then, is to review the definition of the CEU, the Criteria and Guidelines, and to respond to some of the questions you may have relating to its application and use. Most of what I will discuss appears in the "CEU Criteria and Guidelines," but perhaps emphasizing the points here will be helpful and make the concept of the CEU clearer and the Guidelines more easily understood.

The continuing education unit was designed to solve a problem. That problem was: How can we provide a record -- an official record -- of the training and continuing education that an individual has completed? That led to the question, "How can we measure continuing education and training, and how can we record that measurement in a uniform manner so it can easily be read and interpreted by anyone who receives the information?"

The CEU is the best solution we have found since it does measure continuing education and training, it can be recorded, and it can be understood by the individual who receives a copy of the record.

The definition of a CEU is:

TEN CONTACT HOURS OF PARTICIPATION
IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE
UNDER RESPONSIBLE SPONSORSHIP
CAPABLE DIRECTION
AND QUALIFIED INSTRUCTION.

Each of these elements is an essential part of the total definition and of the CEU concept. Let us examine this definition more closely.

Ten Contact Hours of Participation. Contact hours refer to hours in the instructional situation. The time of instruction is calculated on the

basis of the number of 60-minute clock hours, after deducting any non-instructional activities, such as coffee breaks, lunches, business meetings or other extraneous activity. Outside assignments and study are not included in this calculation -- only the hours in the organized instructional program.

When the instructional time has been totalled for a program, only the full hours are considered. Any partial hours in the total are disregarded. So, 12 hours and 45 minutes becomes 12 hours or 1.2 CEU. The additional portion of an hour is dropped.

An Organized Continuing Education Experience. An "organized" activity requires that planning be involved. Good program planning requires the establishment of educational objectives in terms of:

a. The clientele group or the participants to be served.

b. The education needs of this specific group.

c. The subject matter or content, that is, the information or understanding that is to be transmitted.

What this means, of course, is that normal good programming practices are to be followed in developing a program and its objectives.

Responsible Sponsorship. The organization or institution that is sponsoring the activity, that is, the organization or institution that is awarding CEU, must have an administrative unit responsible for education or training programs. The sponsor puts the organization's name behind each program that is offered.

Capable Direction. The professional leader or director of the program is responsible for the planning, the objectives, the methodology, the instruction, and the evaluation. The director is responsible for determining the number of CEU to be awarded for each program and for determining which individuals have earned CEU. Without this leadership and administrative control, the program criteria for CEU cannot be met.

Qualified Instruction. Here we are concerned with the ability of the instructor to be an effective teacher or leader, to be familiar with the objectives of the program, and to understand adult learning processes and instructional methodology. Of course, we assume competency in the subject matter to be presented.

Each of these elements has been included in the definition of the CEU because it is an integral part of the concept of developing a significant educational experience.

We all know that variety and flexibility are two of the major strengths of professional continuing education and training. The CEU tries to maintain that flexibility. The CEU is applied only after the program has been planned, not before, and does not impinge on the freedom to meet the immediate educational needs of any group. It permits a program to be designed or to be revised to meet those needs in the most effective manner possible.

To give some guidance in applying the CEU, two sets of criteria have been developed. The first set is the administrative criteria, those that apply to the sponsor. The other is the program criteria, which apply to the individual course or activity.

The administrative criteria apply to the organization that is sponsoring the educational activity and determines which sponsors are eligible to award CEU.

The sponsoring organization must have an identifiable educational arm with a designated professional staff and an on-going, essentially full-time, program. The sponsor must maintain administrative control over each program, and must provide appropriate facilities, equipment and instructional materials.

Let me emphasize the final criterion. A permanent individual record of participation must be maintained by the sponsoring organization. That record must be available to each participant upon request, even ten or twenty years after the course is completed. It is a permanent record. It must be available whether or not the individual remains with your company as an employee, or with your association as a member. Maintaining this permanent record is the responsibility of the program sponsor -- and no one else. When you advertise that you are awarding CEU, you are saying that you are maintaining this record.

No one gives permission or approves an organization, institution or association to award CEU. When an organization is able and willing to meet these administrative criteria, it may consider awarding CEU for individual programs or activities.

The list of sponsors who may be able to award CEU is not restricted to specific types of organizations. It is limited only by their ability and willingness to meet the criteria for awarding CEU.

Even when an institution or organization meets the criteria for sponsorship, it does not follow that CEU will be, or should be, awarded for every program or activity that is offered.

The program criteria, then, apply to each individual program -- course, class, workshop, training session, seminar or other educational activity. These program criteria are:

1. The program must fulfill each of the elements in the definition. As we saw, there are several elements involved in the definition.

2. It must be planned to fulfill a specific educational need.

3. Determining the educational need requires the involvement of the potential participants. The clientele to be involved must be included in the program planning or development process. There are several possible ways in which this can be accomplished.

4. The purposes and objectives of the program must be clearly defined while the program is being planned. This can be accomplished only if the objectives are written and agreed to. Then they should be printed on the program announcement or course materials so the participants will understand them and know what to expect in the course or program.

5. Qualified instructional personnel are directly involved in conducting the educational activity. This criterion emphasizes that we are dealing with a formalized learning situation where there is guidance in the educational prccess and a direct involvement by an instructor/leader with the student or program participant.

6. Specific performance requirements for the awarding of CEU must be established prior to the offering of the program. Normally, these requirements are determined while the program is being designed. Requirements for satisfactory completion of the program may range all the way from evaluating on-the-job performance resulting from the training to a minimum requirement for participation and attendance in the course sessions and activities.

Where participation is the only requirement, some method of confirming participation or attendance is necessary. Someone must certify that each individual has met the completion requirements and, therefore, has earned the CEU being awarded. If the program is a significant educational activity and should appear on an individual's record, then it is worth the effort to design a method of confirming participation and attendance. Again, this should be a part of the program planning process.

If a formal assessment of individual learning is to be made, obviously it should relate closely to the objectives stated for the program. The nature and purposes of the assessment should be made known to the participants in advance, not later than the beginning of the program. In most cases, the results of the assessment should appear on the individual's permanent CEU record along with the number of CEU earned.

7. Program evaluation should be an integral part of each activity for which CEU are awarded. Student assessment may be a part of program evaluation, but it does not substitute for it. Evaluation may take many forms, but usually the evaluation procedures can be improved by some additional care and analysis applied to their design and use.

8. As we have emphasized, a permanent record system is mandatory when CEU are awarded. Therefore, a system must be designed to obtain the appropriate information for that record and for determining and certifying that each individual has earned CEU.

Each of these criteria -- not just some of them -- <u>each</u> one of these criteria is to be fulfilled for every program activity or training session for which CEU are to be awarded. These criteria are the heart of the CEU concept.

There are some limitations which are listed in the Guidelines with the criteria. Certain types of programs either do not meet the criteria, or some other type of recognition may be given. Obviously, recognition should not be given for the same activity under two different systems.

Now, let me go back to the objectives for the CEU. The primary objective is:

1. To establish individual permanent records for participants in noncredit continuing education and training. As you recall, this was our initial problem.

The CEU also fulfills two additional objectives:

2. To provide a uniform system for measuring noncredit continuing education activity. This measurement is especially useful to the organization or sponsor.

3. To establish a national standard or uniform system for data collection. We are moving toward meeting this objective as more and more providers make use of the CEU and are able to report data in terms of CEU.

In summary, when and if you begin thinking about awarding CEU for some of your own educational activities, we recommend strongly that you read again -- and read carefully -- the "CEU Criteria and Guidelines." These Guidelines will be most helpful to you at that point in providing the kind of answers you will need.

Let me close by emphasizing two ideas about the CEU.

The CEU is a tool. It measures noncredit continuing education and training. If it is used as it should be used, it will be a useful tool. But don't expect more from it than it has been designed to give you. If it is not helpful in your situation, then you should not use it.

May I suggest strongly that when and if you adopt the CEU, you adopt it with deliberate speed. Do not use it until you need to use it. Do not use it until you know for which programs or activities it should be used. Do not use it until you are sure you know why you should use it.

IDEAS FOR SURVIVING A CHANGING ENVIRONMENT

ROBERT FERRY AND ANITA MADISON

Experienced CCEU Members Sharing of IDEAS for SURVIVING a CHANGING ENVIRONMENT

Lead by

Anita Madison, University of Phoenix, Irvine, CA
Robert Ferry, Amer. Soc. of Mechanical Engrs. New York, NY

Attendees at the sharing session for experienced CCEU members (Table I) were asked to write down and rate in importance their comments on and responses to two questions. The questions were:

1) What do you consider the greatest threats to noncredit education posed by the changing environment in which it is offered?

2) What actions have you taken or are you planning to take to respond to the challenges posed by the changing environment in which noncredit education is offered?

Items rated top priority were given a weight of three, second priority a weight of two, and low priority a weight of one. The weighted references were summed to obtain an overall ranking of responses to each question.

Responses to the question on threats from the changing environment are shown in Table II and quite clearly fell into three groups. The top two items had weighted sums of 10 and 9; the next three of 6, 5, and 5; and the bottom two of 3 and 2.

Universities were particularly concerned with continuing education that was mandated or legislated without concern for the resources required to provide and pay for the programs. Associations were most concerned with the effects of the current economy on attendance and other support. All groups were concerned with the effect that lack of support has on program quality.

Actions planned or taken in response to the environment are listed in Table III in weighted order of importance, and in Table IV as responses to three of the major threats.

TABLE I

1983 CCEU Annual Conference Attendance

	Conference Registration		Sharing Session	
	#	%	#	%
Universities & Colleges	48	47	5	50
Prof. & Accred. Asso.	17	16½	3	30
Health Organizations	17	16½	1	10
Government Agencies	8	8	1	10
Business & Industry	9	9	0	-
Other	3	3	0	-
TOTAL	102	100	10	100

TABLE II

The Largest THREAT(s) Posed by the Changing Environment

* Current economy
* Mandated/legislated continuing education without adequate resources

* Sponsors' needs take priority over learners' needs
* Lack of committment to continuing education at the highest levels of the power structure
* High education costs and lack of financial support for participants

* Lack of adequate adult education standards and quality control
* Lack of commitment to continuing education and training at the level of the first line supervisor

TABLE III

Major Actions Taken or Planned

* Quality/standards/accreditation increased
* Joint sponsorship initiated for resource sharing
* Procedures standardized and automated
* Service improved: more topics and/or more sites
* Publicity better directed and improved
* Focus changed on cost recovery
* Administrative personnel educated/trained
* Government contacted and given aid to identify and reduce over-regulation
* Employer/student needs emphasized
* Efforts increased to obtain outside funding
* New courses introduced more rapidly
* Equipment added to strengthen skill development courses

TABLE IV

Actions Responding to Specific Threats

CURRENT ECONOMIC THREATS

* Seek government support
* Seek Business/Industry support
* Seek volunteer help to reduce costs
* Increase efforts to retrain unemployed
* Automate administrative activities
* Schedule programs to minimize participant travel
* Repackage courses to reduce costs

LEGISLATION

* Work with legislators and their advisors
* Testify and/or lobby
* Monitor pending legislation

COURSE QUALITY PROBLEMS

* Develop manuals on training and education
* Prepare standards, criteria, and/or policy
* Increase/improve communication among administrators
* Contribute to the CCEU research project

CCEU CONFERENCE WELCOME

DR. MICHAEL MEZACK III

CCEU CONFERENCE

WELCOME

Dr. Michael Mezack III

I am delighted to be here today and would like to take this opportunity to welcome each of you on behalf of Texas Tech University to the State of Texas and to the second greatest city in the State of Texas -- the first, of course, being Lubbock where Texas Tech University is located.

I am, indeed, pleased that Texas Tech University and the Council on the Continuing Education Unit agreed to hold the annual conference of the Council in Dallas since Dallas is one of the "vibrant" cities in the United States and perhaps reflects the dynamic changes that are taking place within our society which are reflected in the continuing education activities in the state. The State of Texas, through its private and public institutions of higher education as well as its business and industry, provides the citizens with a vast array of continuing education programs and activities.

As you know, the Council on the Continuing Education Unit represents a wide range of providers of education and, therefore, is an important organization because it readily permits an exchange of ideas and encourages planning among education and the business, industrial organizations throughout the nation.

Texas Tech University has been in the Council since its beginning and is an advocate for the Council; therefore, when I was asked if the University would be the coordinator for the conference this year, I was delighted to be able to have our Division of Continuing Education at Texas Tech so involved.

We are also pleased that the Dallas County Community College District has assisted with the program and its implementation, and I would like to publicly thank Dr. Suzan Schafer, Associate Director of Continuing Education at Texas Tech, and Ms. Carolyn Stock, Director, Community Services, Eastfield College, for their work; for indeed they are the ones who can be given credit for this conference.

I know that none of us in this audience need to be reminded that we are in a time of rapid change both in technology and in our social institutions and in the structure of the American family. We find change almost to the point where the individual can no longer cope without assistance from both his/her employer and the educational establishment. Those of us in this room representing business, industry, the professions, and the educational institutions also know full well that we must work together if we are ever going to be able to provide meaningful educational programs. That is why I think it is extremely important for this group to get together and for the Council on the Continuing Education Unit to continue to sponsor an annual conference.

Again, welcome, and I know we all look forward to a most productive conference. Thank you.

THE ECONOMIC FUTURE: WHAT'S AHEAD FOR CONTINUING EDUCATION

HENRY S. REUSS

Remarks of Henry S. Reuss
Before the Fifth Annual Conference,
Council on the Continuing Education Unit

I am amazed at your progress. In five or six short years, the Council has flushed out the concept of the continuing education unit. The British thermal unit and the daily nutritional unit have long since been common place. Now you've done the same for the CEU.

Precisely because our structural unemployment is getting worse, we need more and better continuing education. I never cease to be amazed at the non-match between the job opportunities of the future, and the training that our young people -- and some not so young -- are going through now. As a congressman last year in Milwaukee, I held hearings on what was done to make our system of continuing education better coordinated and more relevant. The answer, I'm afraid, was not much. And so I put together a coordinating committee of the leaders of our universities and colleges, our proprietary schools, our public and vocational school systems, and the business and labor community. Their mission is to monitor the relevance of continuing education in the Milwaukee area. I hope something will come of it.

This conference, I'm glad to see, stresses quality. In my own continuing education, I've been lucky enough to have been exposed to quality at two excellent continuing education institutions.

The first one, Harvard Law School, stressed competition and how to think in a tense atmosphere. We were told, in our first lecture,

"look at the man (that's all there were then) to the right of you, and to the left of you; one of them won't be here next semester!" This was an arresting thought, and it certainly concentrated my mind.

The second continuing education institution of quality that I remember is the infantry school at Ft. Benning, Georgia. There I appeared as a 90-day wonder many years ago, seeking a second lieutenant's bars, whether it was a class in disassembling a caliber 30 machine gun, running the obstacle course, or enduring a three-day-without-sleep problem, Ft. Benning was long on quality. It perculated down to the smallest things. For example, I remember a very tough bayonet instructor urging our class to let out a horrible yell with each thrust of the bayonet. He was finding our yelling much to mild for his taste, when I inadvertently banged the butt of my rifle on my big toe. "That's the way I like to hear you sound off!" shouted the sergeant -- a stickler for excellence if ever there was one!

I want to talk today about the latest fad in economics out of the Capitol in Washington -- industrial policy. We've had a lot of new policies in Washington in recent years, including the supply siders and the monetarist. They've now been mostly flushed from office, and have returned to Chicago, Stanford and the Editorial Board of the Wall Street Journal.

But they've been succeeded, as I say, by the proponents of an industrial policy.

Americans are understandably worried about our industrial decline. Shuttered factories, permanently unemployed workers, and new ghost towns

are unlike the America we have known. Loss of the work ethic is sometimes blamed; foreign competition, mostly from Japan; failure of older industries to invest.

The ten-fold increase in oil prices by OPEC in the last ten years drew different responses from different countries. In the United States, we've responded to the inflation induced by OPEC with contractionary policies, and so we slowed our domestic growth rate and permitted increasing unemploymnet. That was a wrongheaded industrial policy, and brought about unconscionable inflation and unemployment.

Meanwhile, there were those among the industrial democracies that were using more sensible industrial policies in answer to the OPEC threat. Countries like Germany and France and Japan adopted industrial policies which suggested that fast recovery from the oil-induced recession, to be obtained from greater exports, was the way to go. And so the French and the Germans signed lucrative engineering contracts in Iran and Saudia Arabia and Korea. And the Japanese responded to newly shifting demands in this country, such as the desire for lighter, gas-saving automobiles.

What is the moral for us? Is it that industrial policy worked in the OPEC '70s for the French, the Germans and the Japanese, and that we should now look for an opportunity to do likewise?

I doubt it. In the '70s, the Germans and the French and the Japanese knew what they were doing. The oil shock meant that the oil producing countries had a huge need for internal development, and the

French and Germans got aboard. The oil price increase meant that demand in the United States would shift from gas guzzlers to gas savers, and the Japanese got aboard that band wagon.

But what are we to do today? Should the government spend huge sums, set up another reconstruction finance corporation to rebuild our steel industry, spur semi-conductors, subsidize aerospace or nuclear power? How do we know that such products could be sold on the world market at any reasonable price?

Where will the great shock of the 1980s come from? Oil again? Food? An international financial breakdown as a result of inability to pay bank loans? Nobody knows. And since we don't know, it doesn't seem like a very good idea to pick specific winners or help specific losers.

Here, I think, is the answer. Since the future is uncertain, why not prepare for uncertainty? Since we cannot tell precisely which groups of workers and technicians in our society will be best suited to carry out which tasks in the future, why don't we concentrate on producing an excellently educated population which will be more receptive to technological change however it occurs?

There's no great mystery about how to improve education. You spend money on it. That was the central thrust of the recent report of the National Commission on Excellence in Education. The federal government, said the report, has "the primary responsibility to identify the national interest in education. It also should help fund and support efforts to protect and promote that interest."

President Reagan's reception of the Commission's report was worthy of George Orwell in 1984. On receiving the report at the White House, the President applauded it and reiterated his educational platform -- prayer in the schools, and abolish the Department of Education! And the less federal aid for education, the better.

So I assert that the best industrial policy for the United States consists not of bailing out Penn Central or guaranteeing Lockheed, but in general preparation of all our people for a future about which we now know little. The stronger we are in science and research in our universities and in continuing education, the greater chance we shall have of conquering unemployment and inflation.

We hear much talk today about the adaptive re-use of historic buildings, and I'm all for it. How about the adaptive re-use and conservation of our American workers in office or laboratory or factory? That is the task of continuing education, and I can think of none more important in our country today.

So what are we doing about continuing education? You're doing a lot -- but the governmental backstopping for you leaves a lot to be desired. Let's look at where we are, and how some of our programs might be improved.

1. A definite plus was the passage last year of the Job Training Partnership Act of 1982. This bill will replace the CETA program. It provides $66 billion over ten years. It puts the concentration properly on training. It gives unemployed youths marketable skills rather than an unsuitable job. It has a large role for local business leaders in its private business councils.

These councils will decide what jobs will be available locally and create training programs. Forty percent of the funding must be used to help disadvantaged people aged 16-21. Seventy percent must be used for actual training, to prevent syphoning off the lion's share into administration. Instead of the not very workable local government prime sponsor under CETA, the new law makes local business the prime sponsor. The Administration has asked for $1.9 billion for fiscal 1984. The country could use more.

2. The same Job Training Partnership Act provides for assistance for dislocated workers. For those whose plant is closed, it stresses searching for jobs, assistance for relocation and retraining. Seven demonstration projects were highly successful, and should be used as guides. The Administration has asked for $249 million for fiscal 1984.

3. Three states, including California, provide that part-time workers can receive partial unemployment benefits, and their employers are urged to retrain them. California, in the last four years, has made use of this work sharing for 4485 employers and 174,000 employees.

4. Another proposal is for a separate training account, like an IRA account, to build up a fund of approximately $6,000 for each worker. When the worker becomes unemployed, he can use vouchers against this fund for retraining. The trouble with the proposal is that it would rely upon a new additional payroll tax. Therefore, I believe a better source of funding must be found.

5. New legislation has also relieved the United States Employment Service of some time-consuming duties, such as inspecting migrant housing and certifying alien workers. This freeing up of the Employment

Service will let it use more of its time and money to train hard-to-place applicants.

6. An important part of continuing education is a commitment to fair employment. Discrimination against Blacks, Hispanics and women continues. They are the first fired, the longest on short hours, the most condemned to marginal jobs, the most frustrated by low pay. A stronger commitment to enforce anti-discrimination measures by the Department of Justice and the Equal Employment Opportunities Commission is needed.

As you can see, continuing education requires the utmost co-operation between the public and the private sectors. The time for action is now. You have set up your continuing education unit, made it run. Now you need to dress it in the vestments of excellence.

EFFECTIVE AND ECONOMICAL PROMOTION

KATHRYN S. COLLINS

Effective and Economical Promotion

Kathryn S. Collins
June 9, 1983

OUTLINE

I. Some Successful Programs

A. Executive briefings: Use an occasional big-name speaker on a current management topic that has been highly publicized to:

1. raise or establish your image in an existing or new market

2. draw a large crowd to whom you can promote follow-on programs

B. Conference programs: Use business and industry speakers (who will usually speak for free) to present short talks in concurrent sessions. Example: a conference on productivity with industry speakers who have installed various systems such as quality circles and other employee involvement systems - speakers can tell how they did it and what their success has been. Benefits include:

1. Industry speakers add credibility and are a strong drawing card

2. Concurrent sessions provide many choices and, therefore, more registrants

3. Most popular topics can become subjects for future seminars

4. Large conferences can become "media events," thereby increasing your image and visibility as well as your enrollments

C. Out-reach programs: Take your one-day management programs to major metropolitan areas. List many dates and locations on the same brochure. Consider selling cassette tapes of the seminar.

D. Telephone marketing: Use a friendly, chatty person to call inquiries and follow up on people to whom you have mailed promotional material. Call previous attendees in other related programs.

II. Money Savers

A. Compare paper and printing costs. Get competitive bids. Use screening to make one ink look like two colors. Use successful formats for other course brochures.

B. Advertise your courses in trade journals (can often get free ads or swap them a free course registration). Write articles and submit to trade journals about your program.

C. Putting several courses in one brochure may not be cost effective. Reader is presented with too many choices and you cannot give each course the complete coverage needed to generate registrations (benefit copy, comments from previous attendees, special features, etc.)

D. Including several brochures in one envelope may be successful if:

1. The programs are high level and high priced

2. You have a list that usually yields a high return

3. Your audience is narrow or limited

Some disadvantages are:

1. You put all three or four brochures in the hands of one person

2. Course dates must be close together for mailing purposes

3. You need more lead time for copy writing, printing and stuffing

4. If something goes wrong, you've doomed three or four courses instead of just one

Some advantages include:

1. Savings on postage

2. One purchased mailing list can be used for several courses

E. Strive for a quality appearance. Demand crisp folds, clear colors, etc. Use a paper heavy enough to prevent mutilation in the mail. Textured paper adds quality and can be obtained at the same price as smooth paper.

F. Improve the quality of your brochure copy. Write from the reader's point of view. (Will your program help him get a better job? Make more money? Increase sales? Improve productivity?) Try to convert every feature of your program into a benefit.

III. Test and Analyze

A. Try different formats and see which generates the best response from your audience.

B. If a program fails, analyze your promotional approach and your list.

PROGRAM EVALUATION I: EFFECTIVENESS AND WORTH

SCARVIA B. ANDERSON

Program Evaluation I: Effectiveness and Worth

Scarvia B. Anderson

According to a survey reported in a recent issue of The CCEU Reporter (January 1983), most of the 702 organizations that responded believe there is a need to improve quality assurance and place more emphasis on performance or outcomes in continuing education. A much smaller percentage claim to use formal standards and criteria for evaluating their programs, but, of those who do, some of the elements prominently addressed are program planning; participant fees; selection, evaluation, and training of instructors; records maintenance; and evaluation of education/training activities.

When the survey staff selected 21 sets of standards and criteria for a more detailed analysis, they found that major attention was given to Administration and Organization, Goals and Objectives, Instructional Staff, and Program/Course Evaluation. Course Fees and Refunds, Satisfactory Completion of Educational Activity, Ethical Conduct, and Participant Protection were at the bottom of the list, as far as references in these standards were concerned.

I find these data interesting but confusing in terms of my concept of program evaluation, which is not a separate enterprise but can and should be an integral part of program planning, materials development, program delivery, records maintenance, and public relations. So let us go back to the beginning: What do we mean by program evaluation?

It is true that most popular definitions tend to emphasize the so-called "summative" function--determining whether the program accomplishes its objectives. This focus requires that the objectives of the training be made

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Council on the Continuing Education Unit, Fifth Annual Conference, Dallas, Texas, June 9-10, 1983.

explicit, that valid measurement of the objectives be possible, and that the evaluation design take account of the initial status of the trainees and other factors besides the training itself that might account for any changes observed (Anderson, Ball, and Murphy, 1975, p. 440). In addition, it is desirable to determine whether skills and knowledge acquired in training are exhibited in the work or life setting to which they are intended to transfer. The worth of the program to the organization sponsoring it or the individual paying for it is also an important consideration, as is the acceptability of the program to the sponsor and participants (Grant and Anderson, 1977).

Formative studies focusing on program content and delivery and designed to contribute to decisions about program modification also qualify as evaluation. And some of the most important program evaluation efforts may precede installation of the program. Such "front-end analyses," as they are called (Harless, 1973), might include assessment of the frequency and intensity of needs for the program, the adequacy of program conception, and operational and financial feasibility.

Summative or impact evaluation is appropriate to questions of accountability and decisions about program continuation, expansion, certification, and the like. However, once a program is ongoing, some system of continuous or periodic monitoring is needed to check on whether the program continues to function efficiently and effectively--and even on whether the needs the program was designed to serve still exist (Grant, 1978). Such an approach has been adopted by a number of military training installations.

I have mentioned four categories of program evaluation:

1. Front-end analysis, also called preinstallation, context, and feasibility analysis.

2. Formative (or developmental or process) evaluation.

3. Impact (summative, outcome, or effectiveness) evaluation. In GAO language, this is sometimes referred to as "program results review."

4. Program monitoring, the least acknowledged but probably most practiced form of program evaluation. (See Rossi, 1982, pp. 9-10.)

Tomorrow we will talk about when not to evaluate and mention, at least, the ultimate form of answering that question--evaluability assessment. In recent years, evaluability assessment has become a distinctive enterprise--yet another form of program evaluation, if you will.

But we have enough to consider for the moment. As you can see, program evaluation may take on different forms and employ different strategies, depending on timing and purpose. At the time of program conception, relatively basic research may be desirable. Remember Munsterberg (1913) and some twenty years later Viteles (1932) who noted that some methods of learning were better than others and advocated experimental approaches to finding out the better methods. Of course, World War II produced considerable research on training methodology (Anderson and others, 1975, p. 144). Continuing education programs offer some extraordinary opportunities to explore the learning strategies of adults and the training methods that are most compatible with those strategies. I note, for example, in The CCEU Reporter (January 1983) that face-to-face instruction, which I assume includes a lot of lecturing, is the most commonly used instructional mode in the continuing education programs surveyed. Is it the best method across subjects and for the diverse clientele continuing education programs serve?

Surveys and other nonexperimental forms of investigation have a major place in program evaluation too, especially at the preinstallation stage (for example, to survey sources of support and the interests of possible participants) and in studies designed to provide feedback for program improvement (for example,

to obtain participant reactions to certain aspects of the instruction). Surveys, of course, can be conducted through questionnaires or interviews--and don't forget the telephone as a way of obtaining information. Non-experimental investigations include not only surveys but also a wide variety of quasi-experimental studies (for example, time-series designs), correlational status studies, personnel or client assessment, and systematic expert judgment (for example, of the technical accuracy of program content).

Possible measures are equally varied, though some are more compatible with one type of investigation than another (Anderson and Ball, 1978, Table 2). Consider, for example, test or examination scores, logs and diaries, observations, records, even social indicators. You will note that some of these measures are what we call obtrusive--if you give a person a test or a questionnaire to fill out, that person knows it. As a result, obtrusive measures may be subject to various kinds of bias. Unobtrusive measures, such as records, may answer some questions better and are usually cheaper (Sechrest, 1979). But both kinds have their place. The trick is to be creative about finding the measures (and more measures are usually better than one), as well as the investigation method, that will best serve your evaluation purposes.

Today I am going to focus on the worth of continuing education programs to participants and their sponsors. This implies some kind of impact evaluation, with considerations of cost in relationship to benefits. Tomorrow we will discuss program improvement and quality control. The first calls for formative evaluation and the second, quality control, careful and continuing program monitoring.

Lest we become too esoteric or too ambitious in our consideration of the kinds of things evaluators might do in estimating the worth of a program, let us consider a rather typical program offered by a rather typical center for continuing education. As the announcement indicates (Exhibit 1), this

program is designed to help people do a better job of delivering prepared speeches, fielding questions from the audience, dealing with television interviewers, and participating in panels. How can we determine if the program does these things, and if it does them well enough to justify the cost and effort put into it?

You will note that in this example I have defined program in terms of a specific course. I should pause here to say that there are other possible and useful definitions, depending of course on the purpose of the evaluation. For some purposes, we might want to define program as "all the offerings of a continuing education unit over the period of a year." In that case, we are looking for some kind of overall evaluation of the efforts of the offering unit. Or we might define program as "all of the courses that an individual takes at a center over a specified period," to try to estimate some kind of cumulative impact on the individual. Just as you have to define what you mean by evaluation, so you have to define what you mean by program in any particular instance. Obviously, a single course is easier to deal with than a more complex set of activities, and that is the instance we have here.

For our first exercise today, let me ask you this question: If you were taking "Speaking UP" as an individual, how would you judge whether the experience was worthwhile for you?

(Participant Exercise 1.)

But what if all this concentration on speaking in public made you more nervous? This could be an undesirable side effect for some participants. Evaluators who look only at how well a course fulfills its stated objectives may miss such effects. Those of you who were around in the '60s remember the national curriculum movement. One of the most prominent curriculum developments was that of the PSSC (Physical Science Study Committee). It had the

benefit of enormous resources and the best minds from both physics and pedagogy. And it worked apparently--students were able to do the problems on the physics achievement tests. However, it was a hard course--and not much fun for most students--and word got around. Physics enrollments began to decline markedly.

Of course side effects can be positive as well as negative. I remember the early evaluations of Head Start. The evaluators who used gains in IQ scores as the major yardstick for determining the worth of the program were disappointed. The gains were not very large, and measurement experts pointed out that in many cases the gains could be explained largely by practice effect on the tests: The young children who had never been given a test before and had to interact with a strange adult in the testing process learned something from the first testing so they could better handle the test task on the second. IQ gains were inappropriate as the main indicator of the success of Head Start in any case (Zigler and Valentine, 1979, pp. 138-139). However, evaluators who looked further for positive effects of the program were rewarded. For example, my colleagues and I looked at the number of children who received necessary hearing and vision correction and at the number of mothers who visited the Head Start centers. Both figures were striking. Well over 90 percent of the mothers visited the Head Start centers, and some visited many times (Temp and Anderson, 1966). Not many elementary schools can claim anything like that amount of parent involvement.

Thus it is usually--perhaps always--wise to look beyond your printed or generally accepted objectives in assessing program impact. Scriven (1973) goes so far as to advocate that evaluators should not look at the program objectives at all--that they should engage in what he calls "goal-free evaluation." However, Scriven is referring to external evaluators. The majority

of evaluations of continuing education programs will probably be carried out by in-house evaluators.

Earlier we talked about some of the variables we would consider in evaluating the effectiveness of the course called "Speaking UP." Some had to do with major program objectives: skill in presenting a prepared speech, fielding questions, and introducing visuals, feeling more confident, and so on. Others referred to what we are now calling "side effects." What were they? Can we think of some others that we might not have anticipated earlier? (Participant Exercise 2.)

I am not going into a treatment of formal cost-benefit studies here. The economists have made their formulas and statistics too complicated for most of us to follow. But it may be informative to review a few of their concepts (Anderson and Ball, 1978). Basically, the analyst chooses between assuming that the activity takes place and estimating the consequences or assuming that the activity is not undertaken and estimating the consequences. The resolution of cost-benefit problems takes one of three forms: accept the project or activity if the "net present value" (NPV) is greater than zero; accept one of several alternatives (that is, the one with maximum NPV); or accept a few alternatives out of many (where not only NPV but also capital constraints and dependencies among alternatives would have to be taken into account).

Other considerations in cost-benefit analysis are

1. Internal versus external effects, where the former accrue directly to the project; for example, improving citizens' speaking ability is an internal effect while decreasing boredom by future audiences of the Center-trained speakers might be an external effect--if we could put a dollar value on either of those.

2. Measurables versus intangibles. So-called "incommensurables" would have to be made explicit to be included in a formal cost-benefit analysis, but there is a trade-off between quantification and credibility. Some hard-to-quantify variables may be hypothesized to contribute so little that it is not worth dealing with them from the economist's point of view. But many--maybe most--of our educational/training variables fall in the hard-to-quantify category and putting a monetary value on them is very difficult.

Cost-effectiveness analysis addresses some of the same concerns as cost-benefit analysis but puts them into these terms: determining the least-cost means of achieving a specified level of performance of a given system, or determining the greatest level of performance that can be obtained for a specified cost.

For their survival, if nothing else, educational and training programs cannot ignore costs. Suppose one offering of "Speaking UP" costs $1550 and registration fees bring in $1960. On the surface the course seems to be on sound financial footing, if it continues to attract full enrollments. But what about the expensive equipment costs? Can they be amortized over many courses and several years? What about overhead? Are there space charges centrally levied on the Center? Are heat and electricity included in those charges? What about the costs of telephones, duplicating equipment, and the computer that keeps track of CEUs? "Speaking UP" may be losing money.

These kinds of costs are part of our concern here. When we ask if participants or their sponsors got their money's worth out of a program, we're asking if individuals gained enough from the experience to justify spending two days of their time and $130 (plus, perhaps, subsistence and travel costs) and if organizations derived benefits commensurate with the $110 plus

they paid to sponsor participants. Somewhat different values come into play in the two instances. Individuals vary in their ability to pay and to give up two days that might be spent in other activities. Some may treat the two days as recreation; others, as serious business. Companies are looking increasingly at the costs of training--both internal and external. Nationally, personnel training is an enormous enterprise. (Ten years ago it was estimated that the Bell System was training 340,000 employees each year at a cost of $500 million (Gilliam, 1972).) Sending employees to external agencies for training is a function of both the size of the organization or company and the in-house training resources available. It might not be considered practical even for a large company to offer such specialized training as "Speaking UP" to relatively few employees. Of course, organizations, like individuals, have different expectations for the training. They usually want employees to become more effective or more productive, but sometimes they simply want them to be more satisfied and allowing them to participate in external training programs is seen as a fringe benefit.

We began our consideration of the evaluation of the impact of "Speaking UP" by asking you how you would judge whether the experience was worthwhile to you as an individual. Now let us ask what criteria organizations might use to judge whether the experience was worthwhile for the participants they sponsor. On the one hand, we can estimate the dollar costs to the sponsor, but when we look for benefits we should consider nondollar benefits as well.

(Participant Exercise 3.)

In summary, why would you want to know whether a program is fulfilling its major objectives, has few if any negative side effects, is probably cost-effective, and meets the approval of participants and sponsors? There are two reasons: so you will know and so you can tell others.

The information you will derive can help you make major decisions about continuing the program or expanding it and should give you some insights into

ways to improve the content, delivery, administration, and marketing of the program.

Realistically, most of you have to "sell" your education and training programs--to participants, sponsors, and the administration of funding and superordinate organizations (the agency, the company, or the university). Don't be modest: Tell them the good things you found out about your programs. And tell them too that evaluation is a way of life in your continuing efforts to offer and ensure programs of the highest quality and acceptability at reasonable cost.

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WHY GOOD INSTRUCTORS?

C. PAUL SPARKS

WHY GOOD INSTRUCTORS?

C. Paul Sparks

Your program shows that I will appear on tomorrow's program with a very similar subject. Obviously, there will be much overlap between this presentation and that one. However, your program coordinator has suggested that I aim today's presentation at organizers of college or university type programs and aim tomorrow's presentation at the persons who organize association type programs.

I have been associated with continuing education efforts for more than forty years. My first experience was in 1941 when I was Director of Psychological Services for the Indianapolis Public Schools. That imposing title meant that I was the one and only school psychologist. A large part of my time was spent in trying to answer for elementary school principals the question, "Why isn't Johnny learning to read?" This typically meant spending an hour or two in the administration of a one-on-one intelligence test to determine Johnny's IQ. The number of requests for service far exceeded the number of hours that I had available for testing, particularly so since I was expected to go to the school. A solution was fashioned with the assistance of three parties - the Superintendent of Schools, the School Board, and the Dean of the College of Education at Butler University. At that time teachers and administrators were required to complete a certain number of appropriate college courses periodically in order to maintain their certificates. The Dean agreed to set up a course in the administration of individual intelligence tests with me as the instructor and to award three hours of credit for successful completion of the course. The

School Board agreed to authorize the purchase of necessary equipment and supplies so that each principal completing the course could have a complete kit of materials. The Superintendent of Schools agreed to administration of the tests by the principals - subject to my prior review of a case history of the problem and my subsequent review of the results. Twenty principals took the course, received their credit hours, and were certified as qualified testers. I got paid for being the instructor and acquired twenty assistants.

My next continuing education experience came while I was in the Army, stationed at the Pentagon in Washington, D.C. The Dean of the Social Studies Department at the United States Department of Agriculture Graduate School came to the Pentagon on a faculty recruiting trip. Among those contacted was Dr. Walter Bingham, the Army's Chief Personnel Psychologist. I wound up teaching an evening course in General Psychology. Subsequent college continuing education experiences took me to the Evening Division of New York University on the Square in Greenwich Village, Loyola and Tulane Universities in New Orleans, and finally to the University of Houston where I have been an Adjunct Professor since 1970. There I participate in week-long institutes on interviewing and on testing organized by the Personnel Psychology Services Center. I also serve as a faculty member on graduate level committees concerned with evaluation of theses and dissertations.

Am I, have I been a good instructor? The answer is a tentative "Yes" if you accept my definition of a good instructor. Philosophers argue interminably about whether an explosion really makes a noise if there is no living creature around to hear it. Can an instructor teach if there are no students who are able and willing to hear? I am

reminded of the story of the little girl who came rushing in to her mother and asked, "Where did I come from?" Her mother studied the situation and concluded that her daughter was old enough to be told the "facts of life." At the conclusion of a very detailed explanation the little girl said, "That's very interesting but I'd still like to know where I came from. Sally came from Hoboken, New Jersey."

An instructor can only be good when his or her presentation is matched to the abilities and expectations of the students. Recently, a psychologist co-worker of mine accepted an invitation to conduct six sessions on personnel selection in the evening division of one of the local colleges. He prepared assiduously for his first two-hour class and even made quick-copies of material that he gave out as homework to be completed before the next session. Not one of his eight students did any of the homework. During the break at the end of the first hour of the second session he found out why. He was told in no uncertain terms that they enjoyed his presentations but that they had no intentions of working as hard as he was suggesting. He might have approached the situation quite differently if he or the coordinator of the program had thought to gather information in advance as to what the students expected to gain from the course. It turned out that half of my friend's students were neither employed nor seeking employment. The other half were employed but not in personnel. All had read a description of the course in a brochure and thought that it would be interesting. On the other hand, expectations and motivation are sometimes crystal clear. Occupational licensing is standard procedure for literally hundreds of jobs, jobs ranging from service occupations and crafts to professions. In Texas a paper-and-pencil

test covering all the fields of applied psychology (clinical, social, educational, counseling, and industrial) must be passed before an aspirant can obtain a certificate enabling him or her to use the word "psychologist" to describe his or her occupation. A PhD is required to even sit for the exam. It is quite possible to obtain a PhD at any of our accredited universities and have no exposure to some of these specialty areas. The course of study thus becomes an exercise in cramming for the examination. I know that I would be a very poor instructor for such a course. My 40+ years of practical experience as an industrial psychologist would be less pertinent than would a recent familiarity with the academic texts on the subject.

You know much better than I the various uses made of the CEU. My erstwhile employer has an excellent educational refund plan whereby employees are able to get substantial reimbursement for courses taken that improve job knowledge or skill, either for performance on the present job or for advancement in the same line of work. Satisfactory completion of such training is supposed to be entered on the employee's permanent personnel record. This is not always done properly. Even where a proper notation is entered, it is difficult to translate a short course title into a meaningful interpretation of course content and extent. Two years ago I proposed that wherever possible the CEU value of the training be entered along with identification of the training program. I felt that such a procedure would be motivational for the employee and would insure that the employee went to quality programs. I based the quality thought on my admittedly imperfect knowledge of what it took to become a sponsor of programs that were entitled to award CEU's.

I read recently (Okun, 1982) that adults over fifty now comprise one quarter of total continuing education participants. Many of these are either interested in learning for learning's sake or are looking for stimulating entertainment. They may even be looking for fellowship outside the traditional church, lodge, or club. Typically, they will be more comfortable with mature instructors. The continuing education coordinator has a rare opportunity in the current economic climate to utilize early retirees from business and industry as faculty. They will usually have solid educational credentials as well as their practical experience. They will frequently minimize the drain on the budget since they will have their retirement income. They may need training in how to handle a classroom or workshop atmosphere but most will have developed skills at handling some kind of presentation. How does one find them? I retired last October. Among my going away papers was a flyer from an enterprising college. It read:

GOING BACK TO COLLEGE

FACT: There are nearly 2,000 unfilled, budgeted engineering positions at U.S. colleges.

FACT: Most such schools will consider applicants with practical engineering experience, even if they don't have doctorates.

FACT: There are also many openings in business and community colleges for people with practical experience.

If you're interested in filling one of these vacancies, you might start by contacting your own alma mater. Or perhaps one of the colleges in this area. There are vacancies in <u>every</u> part of the country. Taking your industrial experience back to campus can help address a pressing social need.

A few years ago I was in Anchorage on a business assignment that kept me there over a weekend. It was the tail-end of summer and the tourists were already leaving with their trophies and their memories. The Sunday newspaper contained a special supplement devoted to the fall term continuing education offerings of the local colleges and the university. I remember the supplement as containing either 24 or 32 pages. It was the best presentation that I had ever seen or have seen to this day. The content of each course was described in terms of the goals to be achieved, thereby giving a clear indication of its level of difficulty. The instructor was identified along with his or her credentials. These credentials were cast in terms that linked their relevance to the offering. Last month I saw an advertisement for the summer offerings of a community college here in Texas. The ad listed the title of the course with such undefined terms as Typing I and Typing II, the length of the course, and the amount of tuition. I am sure that this community college was supported, at least in part, by taxpayer funds. Perhaps the advertising budget did not allow for a greater expenditure. On the other hand, I'm sure that some attention to course content and the fit of the instructor to the content would have increased enrollment by a quantum leap.

One last anecdote. My bachelor's degree was in Education and I was once certified by the State of Ohio to teach social science, biological science, and Latin in the secondary schools. My practice teaching was eighth grade American history on the south side of the city of Columbus. At that time the south side was a melting pot and most of my students were the sons and daughters of immigrants from various European countries. They were also a "slow learner" class with an average age about two years beyond that of the on schedule

eighth-grader. By the second session it was obvious that these pupils did not approach classroom work or home work according to my courses in educational theory and practice. I asked each pupil to list for me his or her national ancestry. This we plotted on a large map of Europe. Then we asked where people from these areas had settled in the United States. They were then encouraged to find out what these immigrants had brought to America. They were encouraged to get parents into the act. No holds were barred. Lists included Irish cops and Italian sex symbols. Ethnic teams were to prepare scrap books and to develop exhibits that they could show to other class members. My practice teaching grade was B+. I was downgraded on discipline and following lesson plan. My turn came later. My class had the second highest average of all the eighth grade classes in the school on a standardized test of American history. It also received a traveling pennant awarded to the class with the highest attendance.

I have spent quite a few minutes avoiding an answer to the question posed by the title, "Why good instructors?" By now you should know that my definition of a good instructor has little to do with formal credentials or knowledge of educational theory and practice. In short, a good instructor is one who is a catalyst, one who can bring about a positive chemical reaction between the students and the goals of the training program. I apologize for not knowing more about your individual backgrounds and what you do on your jobs. Your program coordinator sent me a page from your membership rolls. Listed thereon are 33 organizations, their addresses, the name of an individual, and his or her title. Fourteen of these organizations listed are colleges or universities. The most common title is some variant

of Director of the Division of Continuing Education. Since you are here I must presume that you have an interest in the selection and use of good instructors. Colleges and universities are seldom caught up in fads. Their offerings are likely to be "mainstream" as opposed to those of associations and institutes that thrive on whatever seems to be the hot topic of the moment. Developing a reputation for having instructors who meet the needs of your students is your best insurance for the continuation of your institution's continuing education program and your job.

DEVELOPING STANDARDS FOR GOOD PRACTICE IN CONTINUING EDUCATION: OUR FINDINGS AND THEIR IMPLICATIONS

GROVER ANDREWS, LOUIS PHILLIPS

AND

RICHARD HOUSE

DEVELOPING STANDARDS FOR GOOD PRACTICE IN CONTINUING EDUCATION: OUR FINDINGS AND THEIR IMPLICATIONS

By Richard M. House
June 8, 1983

INTRODUCTION

The CCEU Project to develop standards and criteria for good practice in continuing education has been underway since January 1982. We have now concluded our survey of the field to determine the current status of standards of practice. The survey was sent out to a total of five thousand organizations which included business and industry, government, health and health-related agencies, colleges and universities, professional societies and certifying agencies. More than eight hundred organizations, with 90 or more from each of the above organizational types, responded to the survey.

OBJECTIVES FOR THE STUDY

The purposes of this study were (1) to determine the current status of standards of practice in continuing education, including attitudes toward the use of standards, actual use of standards, and content of standards being used, and (2) to establish a frame of reference for use in developing standards and criteria for promoting and improving quality assurance in the field of continuing education. To guide the study, the following questions were generated to act as objectives:

1. To what extent do organizations involved in continuing education use standards of practice?

2. Do organizations perceive that standards of practice will enhance quality assurance in continuing education?
3. To what extent are organizations involved in continuing education satisfied with the current status of standards of practice in the field?
4. To what extent do continuing education organizations see a need to further emphasize learner performance in standards of practice which are developed?
5. Which elements do the standards of practice currently used by organizations most frequently address?
6. What framework should be used in developing standards of practice for the field of continuing education?

FINDINGS OF STUDY

1. A high percentage of respondents (90%) agreed that there is a need to improve quality assurance in the field of continuing education. The responses by type of organization follow:

Business and Industry	86%
Governmental Agencies	91%
Health Organizations	85%
Professional Societies/Licensing Agencies	89%
Universities/Colleges	94%

2. A high percentage of respondents (84%) indicated agreement with the assertion that standards of practice enhance quality assurance in continuing education. The responses by type of organization follow:

Business and Industry	79%
Governmental Agencies	81%
Health Organizations	89%
Professional Societies/Licensing Agencies	84%
Universities/Colleges	86%

3. A high percentage of organizations responding (93%) indicate that organizations should have written standards of practice for continuing education. The responses by type of organization follow:

Business and Industry	89%
Governmental Agencies	90%
Health Organizations	98%
Professional Societies/Licensing Agencies	92%
Universities/Colleges	95%

4. A low percentage of respondents (20%) perceived that continuing education organizations actually use standards of practice. The responses by type of organization follow:

Business and Industry	15%
Governmental Agencies	18%
Health Organizations	28%
Professional Societies/Licensing Agencies	19%
Universities/Colleges	22%

5. Only a small percentage of survey respondents (202 or 29%) reported that they routinely use written standards of practice in continuing education. Only in the health field did more than 50 percent of the responding organizations report using written standards on a regular basis. The responses by type of organization follow:

Business and Industry	22%
Governmental Agencies	15%
Health Organizations	51%
Professional Societies/Licensing Agencies	32%
Universities/Colleges	30%

6. Very few organizations (only 191 or 28% of the survey respondents) reported being satisfied with current standards of practice in continuing education. The following figures portray the findings by type of organization responding.

Business and Industry	21%
Governmental Agencies	18%
Health Organizations	33%
Professional Societies/Licensing Agencies	30%
Universities/Colleges	33%

7a. A very high percentage of respondents from all types of organizations included in the survey wanted more emphasis in standards on learner performance (79% overall). The responses by type of organization follow:

Business and Industry	82%
Governmental Agencies	83%
Health Organizations	83%
Professional Societies/Licensing Agencies	78%
Universities/Colleges	76%

7b. A high percentage of respondents representing all types of continuing education organizations also desired more emphasis in standards on educational process (77% overall). Responses by type of organization follow:

Business and Industry	75%
Governmental Agencies	75%
Health Organizations	74%
Professional Societies/Licensing Agencies	80%
Universities/Colleges	79%

8. The following elements were most frequently found when performing a content analysis of standards submitted by respondents. The majority of these elements were also identified most frequently by those responding to the survey. The literature review further confirmed that these were the elements most often addressed in current standards and criteria for quality in continuing education.

Administration and Organization
Goals and Objectives
Instructional Staff (selection, training, and evaluation)
Program/Course Records
Program Planning (including educational methods, materials, and facilities)
Fiscal Resources (including participant fees)
Program/Course Evaluation
Participant Enrollment
Program/Course Publicity
Content Development
Satisfactory Completion of and Awarding Credit for Educational Activities
Ethical Conduct

9. A more comprehensive frame of reference is needed for developing standards and criteria for quality assurance in continuing education. This researcher recommends the following.

FRAME OF REFERENCE

Background Information

Based on the research conducted and other factors mentioned, several points relative to a frame of reference for standards in continuing education can be made.

1. There is a need to use a systematic and comprehensive approach to developing standards and criteria for continuing education practice. The three major components of any system, including an open social system such as a continuing education organization, are inputs, processes, and outputs. Thus, if one is interested in quality assurance for the work of the system, quality control mechanisms must be emphasized for all three components. It is easy to see if a manufacturer begins with inferior raw materials or untrained workers, the product produced by the company will likely be unacceptable to the public. Likewise, poor manufacturing processes will transform good raw materials into inferior final products. In order to produce the desired final product, the manufacturer must provide the specifications for the outcome desired prior to selecting the inputs (resources) and processes to be used in production. These same ideas apply to continuing education organizations. First, the continuing education organization must specify the desired outcomes (products), then resources can be obtained, and processes activated to produce the results desired.
2. The frame of reference should place increased emphasis on the outcomes-component of the system. In analyzing existing standards, one notes that inputs (qualified staff, educational facilities, and so forth) are heavily emphasized. To a lesser degree process is emphasized, usually addressing a series of steps in the program planning process. Contrarily, the attention given to outcomes is quite limited.

The literature also stresses that evaluations have focused very little on educational outcomes in continuing education.

It is suggested that only when more attention is given to outcomes can the value of continuing education be realistically determined. In the research survey, 79 percent of the respondents indicated that participant performance or outcomes should be stressed more in standards.

3. Increased emphasis also needs to be given to processes used to produce the desired outcomes. As can be seen in a review of the literature, one of the reasons specified for not achieving the desired outcomes in continuing education programming is the failure to follow appropriate adult education principles and processes in programming. The survey further demonstrates this point by the fact that 77 percent of the respondents indicated that increased attention should be given to the program planning process when standards are developed.
4. The importance of both administrative and educational inputs and processes needs to be emphasized in the frame of reference for continuing education. In fact, the research review committee for the project being sponsored by the Council on the Continuing Education Unit has suggested that the three broad categories for which standards need to be developed are <u>administration</u>, <u>education/training</u> and <u>outcomes</u>. Whether one is viewing a manufacturing plant, a university or a continuing education provider, the need for strong and complementary administrative and technical components is obvious.
5. The general environment in which the continuing education organization resides plays a crucial role in determining the quality of services provided. The survey results indicate

that 62 percent of all organizations responding are subsystems in larger units. The institutional environment may enhance or inhibit quality programming in continuing education. Thus, in considering a frame of reference for developing standards and criteria for quality in continuing education, special attention needs to be given to the environment.

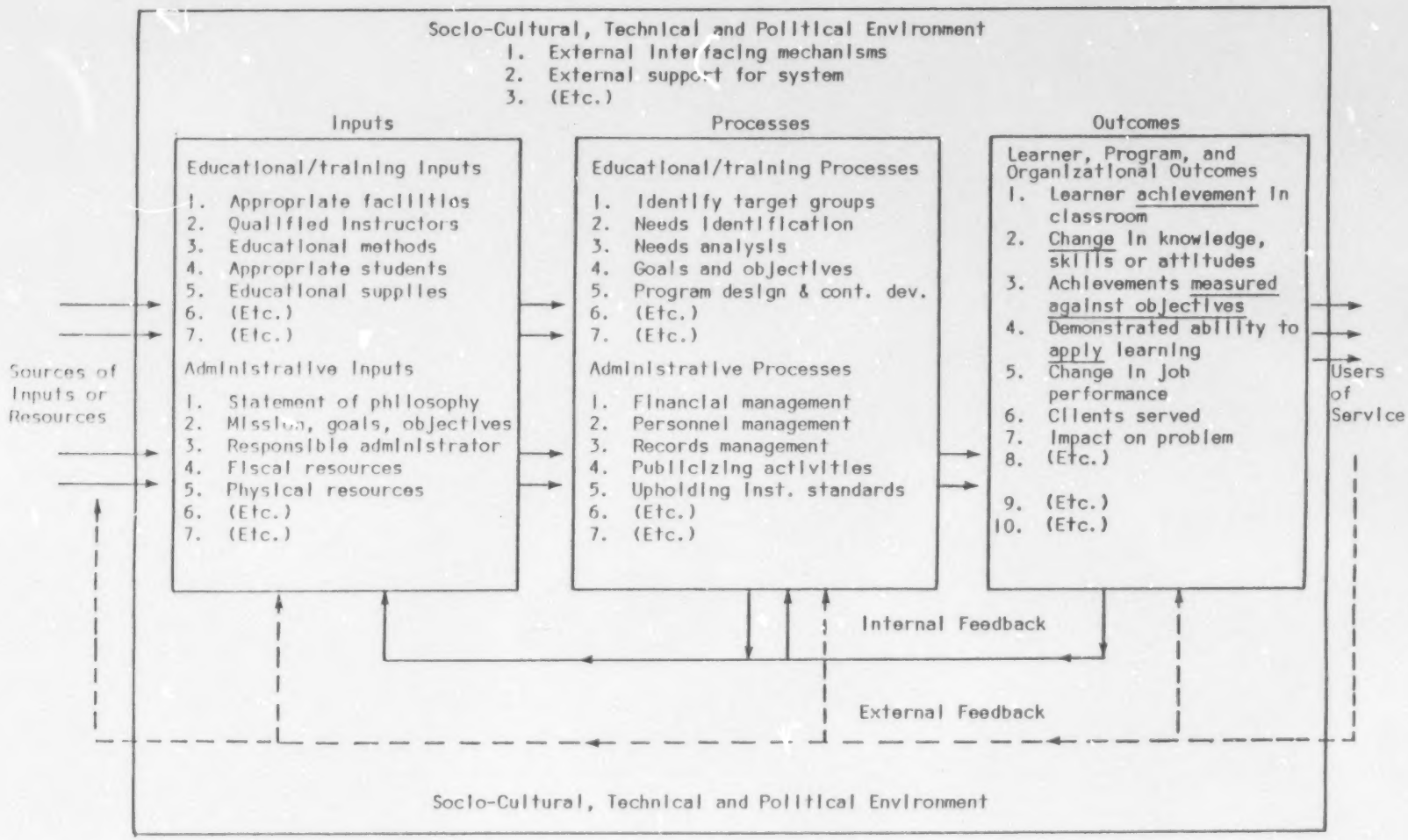
6. The format used to develop standards should establish the principles being addressed and provide illustration of criteria related to the principles. The approach to improving quality in continuing education that currently enjoys widespread support is one that emphasizes voluntary improvement.

Little support exists among the providers of continuing education for a super-structure to certify or approve continuing education organizations based on a specific set of criteria. In fact, this study grew out of opposition to such a move. Since the emphasis is to be on self-improvement, the organizations need help in assessing their own operations. The format proposed here will meet the needs of the individual providers as well as those accrediting organizations already in existence, which may use the standards to help continuing education providers improve the quality of services.

Proposed Frame of Reference

The frame of reference proposed by the researcher for developing standards of practice for continuing education is graphically depicted in Figure 1. It suggests that a systematic approach be used and that standards be written to address inputs, processes, outcomes, and the

Figure 1. Diagram of an open systems frame of reference for developing standards and criteria for quality in continuing education.



*Criteria for quality should be developed for inputs (educational and administrative), processes (educational and administrative) and outcomes (program and organizational). It is not necessary to have a clear separation between administrative and educational inputs or administrative and educational processes. They are separated here to place emphasis on each of them. Furthermore, it is expected that a criteria for quality may include only one dimension such as input, process or outcome or the standard may be written so as to include all three dimensions in the same statement.

general environment for continuing education organizations. Further, the model stresses that standards be established for the three broad areas of education/training, administration, and outcomes, as suggested by the review panel and advisory committee for the study.

Basically, the frame of reference reflects that educational/training and administrative resources (inputs) are used for organizational processes (educational/training and administrative) to produce the desired organizational and program outcomes. Each major element in the model is important in helping the organization achieve quality in continuing education programming. For example, with inadequate administrative resources (inputs), there is a poor chance that high quality outcomes can be achieved even if the educational/training processes are more than adequate.

Finally, the distinction between education/training and administration, both in terms of resources (inputs) needed and processes, may be more blurred than definitive. The important point is that resources (inputs) that are required are important both for administration and education/training. Likewise, both educational and administrative processes are important in producing desired program and organizational outcomes.

Format for the Frame of Reference

Regarding format, it is recommended that standards be developed under the following broad areas:

I. General Environment

II. Administration (Resources and Processes)

III. Education/training (Resources and Processes)

IV. Outcomes (Programmatic and Organizational)

For each of these areas, it is recommended that a series of standards or

statements of principle be developed. Under each principle, criteria related to the principle should be presented. The criteria should enable continuing education staff or others to assess the extent to which the organization's performance is consistent with the stated principle. Figure 2 provides a suggested format for purposes of illustration.

The principles stated and related criteria are expected to be relevant for all types of organizations involved in continuing education. However, professional judgement will be required to determine how the principles and criteria should relate to a particular continuing education organization. For example, a university might not have as one of its outcomes that participants will document a change in their professional practice. On the other hand, a business, which can easily monitor on-the-job performance, may have as an outcome a change in job performance for continuing education participants. However, in each case, expected outcomes should be specified prior to the conduct of the training program.

Standards developed with this frame of reference will be superior to all existing standards in the field of continuing education. Such standards will enable all continuing education providers to know what authorities in the continuing education field as a whole believe are important principles and criteria related to quality in continuing education programming. It is anticipated by the researcher that such standards and criteria will promote voluntary compliance in order to enhance quality assurance in continuing education.

Figure 2. Suggested format for writing standards and related criteria for quality in continuing education.

Standards and Criteria for Quality in Continuing Education

I. General Environment

A. Statement of Principle and Rationale
1. Criterion related to principle
2. Criterion related to principle
3. (Continue with other criteria related to principle.)

B. (Continue with other statements of principle and related criteria for general environment.)

II. Administration (Resources and Processes)

A. Statement of Principle and Rationale
1. Criterion related to principle
2. Criterion related to principle
3. (Continue with other criteria related to principle.)

B. (Continue with other statements of principle and related criteria for administration.)

III. Education/training (Resources and Processes)

A. Statement of Principle and Rationale
1. Criterion related to principle
2. Criterion related to principle
3. (Continue with other criteria related to principle.)

B. (Continue with other statements of principle and related criteria for education/training.)

IV. Outcomes (Programmatic and Organizations)

A. Statement of Principle and Rationale
1. Criterion related to principle
2. Criterion related to principle
3. (Continue with other criteria related to principle.)

B. (Continue with other statements of principle and related criteria for outcomes.)

RECOMMENDATIONS OF STUDY

In addition to prompting the design of the frame of reference, the findings in this study of standards of practice in the field of continuing education in the United States also suggest several recommendations for action by the Council on the Continuing Education Unit:

1. Developing standards and criteria for quality in continuing education, using the systems approach with increased emphasis on outcomes.
2. Ensuring widespread involvement of users in developing standards and field-testing them.
3. Providing assistance to organizations in self-assessment related to measuring up to standards developed.
4. Considering what, if any, impact these results have on CCEU criteria and guidelines for CEU credit.
5. Ensuring widespread dissemination of results of this study for educational purposes.
6. Initiating research studies to demonstrate changes in continuing education practice as a result of standards being developed and adopted for use.

CONTINUING PROFESSIONAL EDUCATION RE-LICENSURE RECERTIFICATION REQUIREMENTS: IMPLICATIONS FOR CONTINUING EDUCATION PROVIDERS

SHARON LA GRAVIER AND DON F. SEAMAN

INTRODUCTION

Profound technological and social changes are imposing pressure on professionals to continue their education and the task of helping practitioners maintain and improve their skills and attitudes is not easy (2). Today's professional must participate in a process of lifelong learning, often referred to as continuing education.

A growing number of people are involved in continuing professional education. In the United States, the occupational category of "professional" is increasing faster than all other groups except "general clerical" (6). A recent study by the College Board estimated that twelve million professionals need regular in-service or continuing education (5). Strother and Swinford (4), in a survey of 14 professions, found that in 41 states, continuing education was required in one or more of the professions.

Compulsory continuing education for the professional exists in at least two situations. It can be required by professional associations in order to maintain membership in good standing, and it can be a legal requirement for maintenance of licensure or certification. In the latter case, the mandate is most often enforced by licensing and examining boards operating at the state level.

It is apparent that continuing professional education is experiencing a period of rapid growth and development. Interested parties include individual professionals, consumers, continuing

education planners, legislatures, professional associations, licensing and examining boards, and institutions of higher education. These bodies are interested in continuing education for a variety of reasons and have varying degrees of influence upon its practice.

THE RESEARCH PROBLEM

Because of a lack of data concerning the continuing education policies established by professional association and licensing boards, this study was designed to identify and describe those policies. There was little basis upon which to compare and/or contrast such policies for the benefit of continuing education practitioners.

METHODOLOGY

Study Sample

Due to feasibility and interest, the state of Texas served as the base from which to identify the study population. This population consisted of all occupational groups in the state which:

1. Were licensed or certified by examining boards;
2. Met the criteria of a "Profession", i.e., has recognized educational preparation (degree, etc.), an organized membership, standards for admission, a legally sanctioned licensing or certification procedure; and
3. Had identifiable national and statewide associations.

The study sample consisted of 18 state professional associations, 18 corresponding national associations, and 17 state licensing boards (see appendices). One state board served both physicians and osteopaths.

Data Collection

Data collection was attained through two sources. Those organizations which had written statements or materials in regard to continuing education policies were asked to send a copy for analysis. Where no documents existed, the chief executive officer (or elected officer) was asked to respond to a questionnaire pertaining to continuing education policies and procedures of the organization.

The content and format of the questionnaires were reviewed by a panel of experts chosen on the basis of their experience in adult and higher education or in the administration of a professional association. Panel membership was balanced among the following groups: (1) professors of adult education, (2) administrators of professional associations, and (3) practitioners in continuing education. Feedback from the panel was utilized to produce the questionnaires in their final form. They were then mailed to the identified boards and associations.

Content Analysis

"Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (1). In its simplest form, content analysis consists first of identifying categories of content within the material to be examined. Then, the number of objects in each category is counted, and the frequency of occurrence is recorded. This type of content analysis is appropriate for studies that are basically descriptive insomuch as they describe the nature and

status of some phenomenon rather than test relations among variables (3).

For the purpose of this study, content analysis was used to analyze the communication of professional groups with regard to their continuing education policies. First, a sample of the documents was subjected to a pre-quantitative phase in order to formulate appropriate categories for a subsequent systematic analysis. This procedure was followed by a quantitative analysis of policy documents. The frequency of occurrence of material related to the identified categories was recorded.

Validating the Analysis Procedure

Most studies involving content analysis do not report reliability nor validity data (1). In this study, two judges were employed to determine the reliability and validity of the content analysis. One had prior experience in staff development in a state agency and the other was employed in continuing medical education.

From the 789 units of content, every fifth unit was selected (total = 151), and these were classified into 19 categories of information. The card sample was shuffled to achieve random order, and one judge was asked to classify each unit into one of the 19 previously determined categories. The results were recorded, the deck was again shuffled, and the second judge repeated the process. A comparative analysis indicated a composite validity agreement factor of .89 among the judges and researchers. Adjustments to the categorizations were made according to (a) an apparent more logical classification by one or both judges or (b) the researcher's ability to clarify the reasoning behind the

original categorization of the units. The total remained 789 units of information in 19 separate categories.

RESULTS OF THE STUDY

From the total sample of 53 possible groups, responses from 50 were obtained. A summary of the response sources is shown in Table 1.

TABLE 1

SUMMARY OF NUMBER AND PERCENTAGE OF RESPONSES TO GENERAL INFORMATION SECTION

Source of Data	Number of Groups Surveyed	Number of Groups Completing Section I	Response Rate to Section I
State Boards	17	16	94.1%
State Associations	18	17	94.4%
National Associations	18	17	94.4%
Totals	53	50	94.3%

The 789 responses were classified into 19 categories under three major divisions of continuing professional education: Beliefs, Goals (purposes), and Courses of Action (see Table 2). All of the responses within each category were compiled and condensed into statements which reflected the data received from the respondents. For this presentation, the data were further reduced so that a descriptive statement which reflects the views/attitudes of the responding organizations could be made about each category.

TABLE 2

FREQUENCY AND PERCENTAGE OF CONTENT OCCURRENCE

Category	Frequency	Percentage
Beliefs about continuing professional education:		
Philosophy	50	6.3
Definition	14	1.8
Goals and purposes for continuing professional education:		
Goals, Rationale	33	4.2
Purpose of Guidelines	20	2.5
Courses of action for providing continuing professional education:		
Administration	31	3.9
Admission	15	1.9
Budget, Finance	27	3.4
Curriculum	20	2.5
Evaluation	63	8.0
Facilities	20	2.5
Faculty	42	5.3
Mechanisms for Fostering Participation	46	5.8
Methods and Techniques	85	10.8
Needs Assessment	19	2.4
Programs Available	17	2.1
Program Objectives	30	3.8
Publicity	17	2.1
Records, Credit	113	14.3
Sponsorship, Accreditation/ Approval	127	16.1
Totals	789	99.7

1. Philosophy: Continuing education is (1) essential for maintaining competency, (2) the lifelong obligation of a professional, and (3) should be voluntary.

2. Definition: (great variety) Continuing education occurs beyond professional education, is flexible in content, usually of short duration, and is a process of refreshing skills and keeping abreast of new knowledge.

3. Goals: The goal(s) should be to improve professional service to the public and to help individuals maintain competencies, refine skills, and update knowledge.

4. Purpose of Guidelines: This purpose includes to improve program quality, inform sponsors of the standards that must be met, and to provide a basis for accreditation or approval.

5. Administration: Every institution or local sponsor should have an executive officer (Dean, Director) and continuing education programs should have equal recognition with other educational programs of the sponsoring organization.

6. Admission: Admission should be open to all practitioners or all licensed members of the occupational group. If prerequisite knowledge is necessary, mechanisms for publicizing this fact and for assessing preparedness must be utilized.

7. Budget, Finance: The budget for continuing education should be a clearly defined part of the sponsoring institution's regular budget. Any profits should be used for the enhancement of future programs.

8. Curriculum: No agreement was found about curriculum content. While some advocated content closely related to a profession, others suggested areas of communication, ethics, behavioral change, statistics, and practice management.

9. Evaluation: Evaluation was constantly stressed, particularly for assessing and improving program quality. Major concerns were: When should evaluation occur? Who should participate? How should it be conducted? How should results be utilized, specifically?

10. Facilities: Facilities should be appropriate to the methodology and comfortably accommodate the participants. When needed, hospitals, clinics, libraries, and proper equipment should be available.

11. Faculty: Faculty should be competent in subject matter and skilled in the application of teaching methods. In addition, they should have an interest in educational programs and understand the principles and methods of adult education.

12. Mechanisms for Fostering Participation: Mandatory systems are based on withdrawal of privileges and may result in loss of the opportunity to practice the profession. Voluntary systems, however, provide recognition and awards for those who participate in continuing education.

13. Methods and Techniques: The primary criteria for selecting educational methodology should be the stated objectives and group size.

14. Needs Assessment: Bases for needs assessment included questionnaires, pre-course tests, interest surveys, faculty input, audits, case reviews, public statistics, and self-assessments.

15. Program Availability: Some organizations present or endorse programs on a regular basis while others prefer opportunities for continued learning at special workshops or annual conferences.

16. Program Objectives: Objectives must state what the learner should know or be able to do upon completion of the learning activity. They inform the potential participant what to expect in return for investment of time, energy, and money.

17. Publicity: Promotion of an activity should be implemented well in advance in a responsible fashion, should be in good taste, and should not contain any misleading statements. Professional journals should be utilized more for program publicity.

18. Records of Participation, Credit: No single unit of measurement has been adopted as a standard across programs. The most commonly used units are:

    a. clock hour - a sixty-minute hour of participation

b. contact hour - fifty minutes of participation
c. continuing education unit (CEU) - ten contact hours of participation in an organized continuing education experience
d. credit - contact hours or clock hours, depending upon the organization
e. recognition point - one contact hour

No credits are given for coffee breaks, social functions, staff meetings, banquets, welcoming remarks, etc.

19. Sponsorship, Accreditation/Approval: Often, criteria for sponsorship is defined by each organization. Some organizations review and approve institutions, while others review individual program offerings. Lists of approved institutions and/or programs are usually available for the professional seeking continuing education.

THE MODEL

The model shown in Figure 1 depicts the policies established by professional associations and boards to facilitate and regulate continuing professional education. The model represents the reality of such policies as it existed at the time of this study.

Although organizational policy is based upon the philosophical posture of the organization, the model indicates that beliefs may be stimulated by available programs. It was often the case that programs were being offered to members of a professional group before organizations formalized any continuing education policies.

CONCLUSIONS/IMPLICATIONS

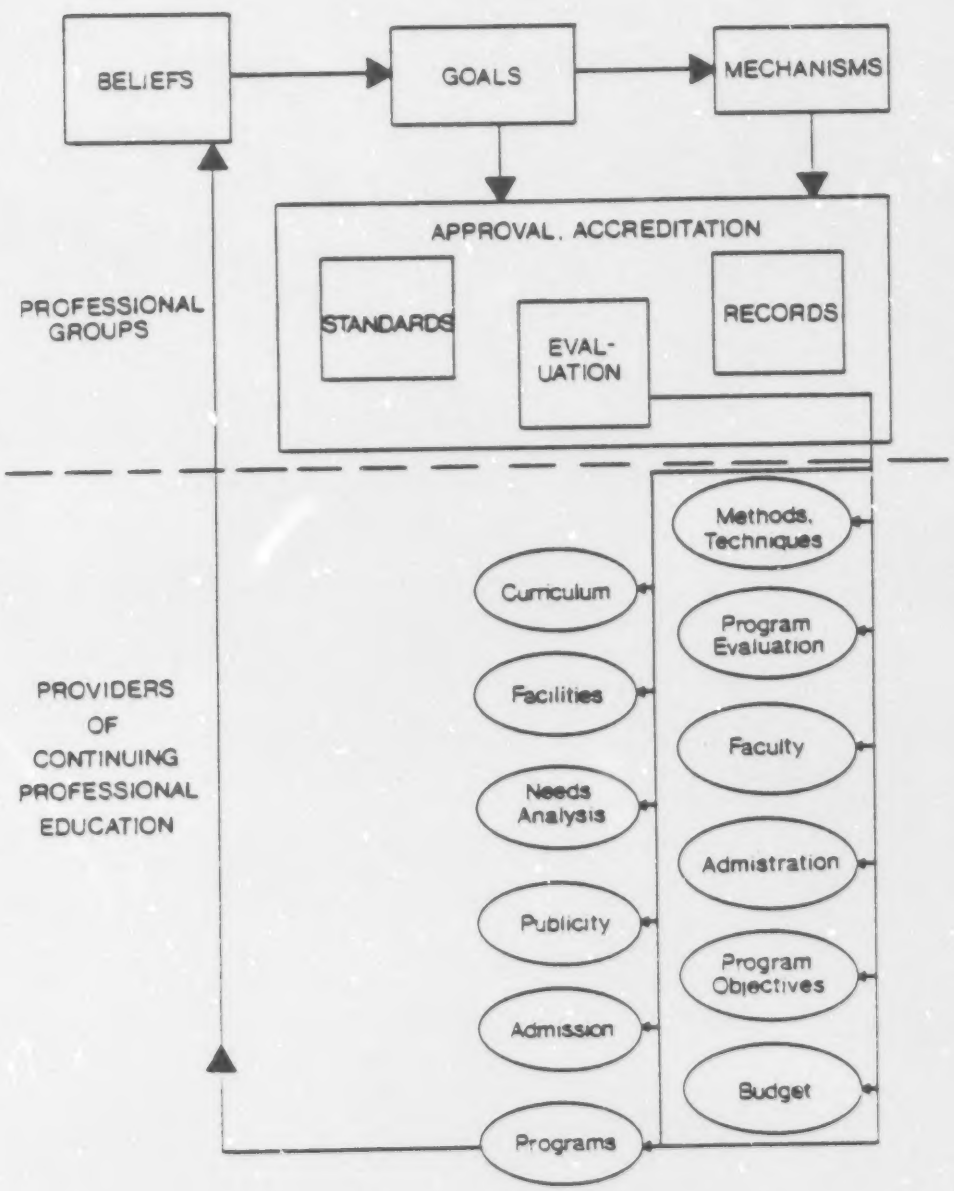
From the 46 original conclusions/implications about the beliefs, goals, and policies toward continuing education of the 50 groups studied, only 13 have been selected for your review.

1. There is value in continuing education for professionals.

2. The professional is obligated to continue learning.

FIGURE 1

CONTINUING EDUCATION POLICIES OF PROFESSIONAL GROUPS
AS DETERMINED BY THIS RESEARCH STUDY



3. Participation in educational programs should be voluntary on the part of the individual.

4. Continuing education is defined as occurring after entry into a profession.

5. The major goal for continuing education is improved service to the public.

6. Continuing education is needed primarily because of technological advances and is aimed at maintaining the competence of the individual.

7. Institutions providing programs should have a Director of Continuing Education or an executive officer with a similar title.

8. The continuing education budget should not depend solely upon tuition fees, and the program should not operate solely for the purpose of making a profit.

9. All programs should include means for evaluating quality.

10. Continuing education programs should utilize a variety of methods and techniques of instruction.

11. The content of continuing education courses should be based upon needs of professionals in the field and technological advances in the profession.

12. Professional groups differ in the types of activities that are acceptable for credit and the amount of credit awarded. Approval and accreditation procedures vary greatly among professions.

13. Professional groups encourage co-sponsorship of continuing education programs among institutions and agencies. Sponsoring, or co-sponsoring agencies are responsible for faculty, facilities, reporting, evaluating, and many other functions of the educational activity.

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APPENDICES

TABLE 3

STATE PROFESSIONAL ASSOCIATIONS SURVEYED

Texas Society of Architects
Texas Chiropractic Association
Texas Dental Association
Texas Society of Landscape Architects
Texas Surveyors Association
State Bar of Texas
The Texas Library Association
Texas Medical Association
Texas Nurses Association
Texas Optometric Association
Texas Osteopathic Medical Association
Texas Pharmaceutical Association
Texas Podiatric Association
Texas Society of Professional Engineers
Texas Psychological Association
Texas Society of Certified Public Accountants
Texa Psychotherapy Association
Texas Veterinary Medical Association

TABLE 4

NATIONAL PROFESSIONAL ASSOCIATIONS SURVEYED

American Institute of Architects
American Chiropractic Association, Inc.
American Dental Association
American Society of Landscape Architects, Inc.
American Congress on Surveying and Mapping
American Bar Association
American Library Association
American Medical Association
American Nurses' Association, Inc.
American Optometric Association
American Osteopathic Association
American Pharmaceutical Association
American Podiatric Association
National Society of Professional Engineers
American Psychological Association
American Institute of Certified Public Accountants
American Society of Group Psychotherapy and Psychodrama
American Veterinary Medical Association

TABLE 5

STATE BOARDS SURVEYED

Texas Board of Architectural Examiners
Texas Board of Chiropractic Examiners
Texas State Board of Dental Examiners
Texas State Board of Landscape Architects
Board of Examiners of Licensed State Land Surveyors
Board of Law Examiners
State Board of Library Examiners
Texas State Board of Medical Examiners (Physicians, Osteopaths)
Board of Nurse Examiners for the State of Texas
Texas Optometry Board
Texas State Board of Pharmacy
Texas State Board of Podiatry Examiners
Texas State Board of Registration for Professional Engineers
Texas State Board of Examiners of Psychologists
Texas State Board of Public Accountancy
Texas State Board of Examiners in Social Psychotherapy
State Board of Veterinary Medical Examiners

FIGURE 2

SIZE OF NATIONAL ASSOCIATIONS

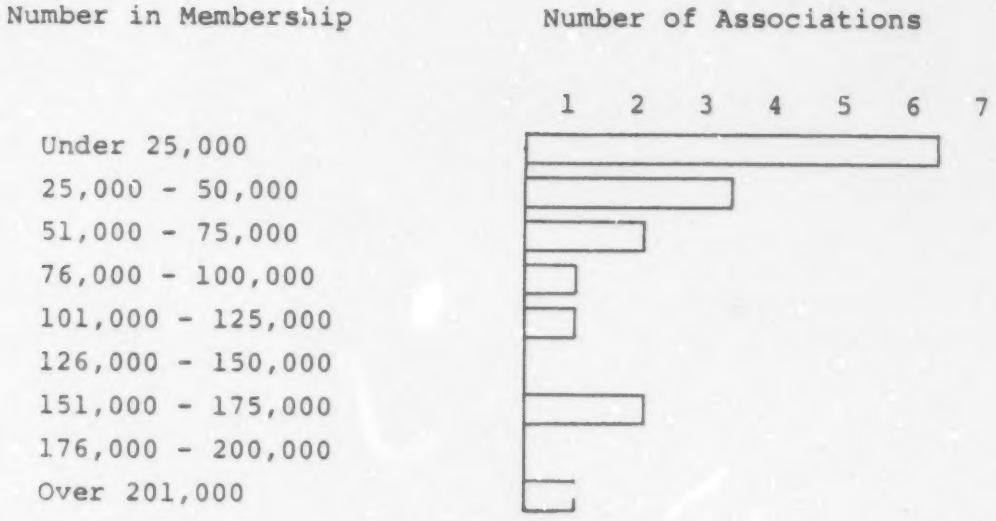

FIGURE 3

SIZE OF TEXAS STATE ASSOCIATIONS

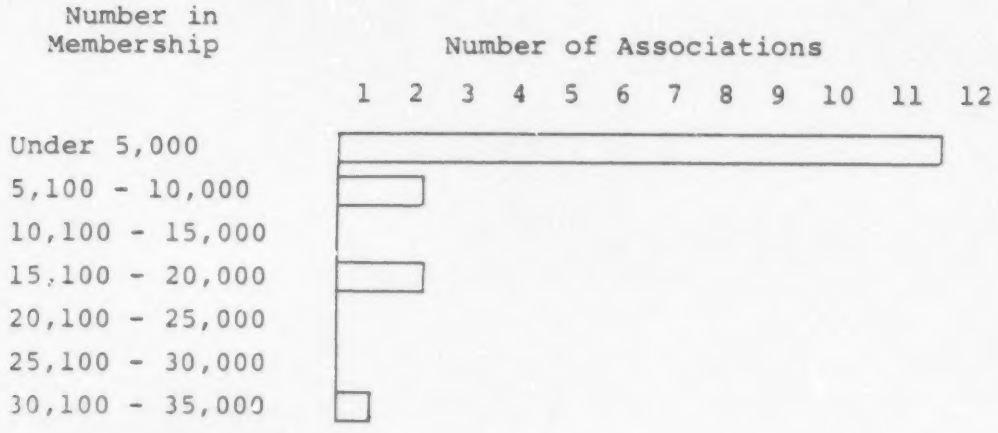

TABLE 6

SUMMARY OF NUMBER AND PERCENTAGE OF GROUPS WITH VOLUNTARY SYSTEMS OF CONTINUING EDUCATION

Source of Data	Number of Groups Responding	Number of Groups With Voluntary Systems	Percentage With Voluntary Systems
State Associations	16	5	31.2%
National Associations	17	6	35.3%
Totals	33	11	33.3%

TABLE 7

SUMMARY OF NUMBER AND PERCENTAGE OF GROUPS WITH WRITTEN CONTINUING EDUCATION POLICIES

Source of Data	Number of Groups Responding	Number of Groups Having Developed Written Policies	Percentage of Groups Developing Written Policies
State Boards	17	5	29.4%
State Associations	15	7	46.7%
National Associations	17	14	82.3%
Totals	49	26	53.0%

THE CHANGING ACCREDITATION GUIDELINES FOR CONTINUING EDUCATION: SACS VIEW

HENRY L. ASHMORE

THE CHANGING ACCREDITATION GUIDELINES FOR CONTINUING EDUCATION: SACS VIEW

Henry L. Ashmore
June 9, 1983

Anyone who is knowledgable concerning the problems and challenges of higher education during the past ten years is well aware of the national changes taking place in technology, financial matters, enrollments, changing needs of society (especially in the professional, business and industrial areas), and in concepts of educational delivery. As might be expected, these changes have generated emotions ranging from excitement to fear. Many of the changes, particularly in the concepts of educational delivery and in new uses of technology in teaching, have been and are controversial. Nothing sends waves of fear among the traditionalist more than the possiblity of introducing new and scientifically based educational deliveries into the life of higher education.

In one sense, the concept of Continuing Education, although not new, does also generate controversy. Sometimes this controversy centers around the very need of Continuing Education as a requirement in today's society, and sometimes it centers around whether the program should be credit or non-credit. In a few cases, the controversy has centered around which agency should provide such Continuing Education--the college, business and industry, or the professional associations. Perhaps lesser controversy has centered around whether all Continuing Education programs should be entirely

self-supporting financially or whether the state or other sources should assume the cost because of the very real need. At any rate, the point here is that even though Continuing Education has gained acceptance and increasing importance, there still is some degree of controversy surrounding the concept.

There are, also, strains on the body politic of higher education and these have a direct impact on all facets of the whole. Two of the greatest strains are money and students. Some institutions have fastened on Continuing Education programs in an effort both to raise enrollments and to raise funds. All of you are aware of the criticim that institutions might well be prostituting themselves in the rush to develop all kinds of extension programs, off-campus both credit and non-credit, and other Continuing Education programs. This has led to criticism of the process of accrediting agencies such as the Southern Association of Colleges and Schools. This is particularly true of credit courses, and some states have implemented new checks and balances and restraints on colleges engaged in these practices. This criticism has also led to the Southern Association and other regional accrediting agencies undertaking new and serious evaluations of such programs.

In a way, all this serious attention to the quantity and quality of Continuing Education is very flattering. At least it means that officials at all levels, and college officials especially, have become very aware of the possibilities in developing strong programs. Some see it as a partial cure for funds and enrollments, but at least attention is being paid. You might even say this new attention is one of the prices of success. It also means that the whole concept and practice of Continuing Education has been forcefully brought to the attention of the accrediting agencies. Consequently, when the Commission on Colleges of the Southern Association of Colleges and Schools began several years ago to examine the Standards of the College Delegate Assembly, which are used to accredit and reaffirm accreditation, the whole issue of what is labeled "Special Activities" and which include Continuing Education activities received much attention. This examination resulted in placing these activities in new prospective.

The Commission on Colleges through the establishment of several committees has developed a document termed "Criteria for Accreditation" which is to be presented for a vote this December, 1983, at the annual meeting. These "Criteria" will replace the "Standards" as the instrument for evaluating institutions. The proposed date for completion of the transition will probably be 1986. These "Criteria" were originated through the use of many committees; they have been circulated to member institutions with requests for comment;

the comments received were thoroughly examined and discussed; and plans are in effect for having a series of meetings throughout the Southern states to review them with chief administrative officers.

The basic assumptions of the Association underlying the principles and philosophy of accreditation are:

1. The improvement of educational quality throughout the Southern region.

2. The assurance to the public that regional institutions meet established standards.

3. The belief that a free people can and ought to govern themselves.

4. The responsibility of regional accrediting agencies to accredit the total institution and not each professional area.

5. The advantage of having effective private, collegial, and peer-controlled accrediting agencies.

6. The conviction that accreditation should be on a voluntary basis.

7. The advantage of private agencies over any governmental agency, whether state or federal.

8. The preference for regional agencies rather than national ones (which might be too far removed or too bureaucratic) or than state agencies (which might be too chauvinistic or parochial).

9. The need for every institution to be re-accredited or reaffirmed periodically.

10. The belief that every institution should be conscious of the need for continued self-improvement; and that a self-study is the best vehicle to accomplish this.

In examining the old Standards and developing the new Criteria, the various committees of the Commission on Colleges evolved a new approach to the accrediting process and new thrusts. The role of Continuing Education was one of the main items examined, and the new Criteria do make some substantial philosophical and practical changes. It was decided to divide the new Criteria into four (4) major parts:

1. Institutional Effectiveness. The major thrust here was on developing outcome assessments and planning and on developing the necessary guidelines and tools for accomplishing these two. Institutions would have to develop instruments and processes for measuring outcomes and assessing them. They would also have to evolve a component part of the college charged with collecting and collating data to assist in planning for the institution.

2. The Educational Program. In this section are included the admission process, the completion requirements, the Curriculum, and instruction. This covers both undergraduate and graduate programs. Major emphases in this section are Continuing Education, Extension, and Special Education Activities. The whole role of faculty is treated in this section.

3. Educational Support Service. This section covers educational support services such as the Library, Student Development Services, Computer Services, and other institutional support.

4. Administrative Process. In this section are found the organization and administration, institutional advancement, financial resources, physical resources, and externally funded grants and contracts.

The most significant aspect of these new criteria is the heavy emphasis upon developing outcomes assessments and planning. These two new thrusts will impinge upon Continuing Education activities, Persons involved in this part of higher education should become not only aware of these new emphases, but also should begin considering how best to accommodate these two new thrusts in their area.

The new criteria include the following on Continuing Education:

4.3 CONTINUING EDUCATION, EXTENSION, AND OTHER SPECIAL EDUCATIONAL ACTIVITIES

Many institutions have developed a variety of programs to fulfill their commitment to providing life-long learning for their constituents: continuing education, public and community service, and extension services. Examples of these special educational activities are external degree programs; off-campus educational programs; independent study programs, including correspondence and home study; conferences and institutes, including short courses and workshops; study abroad; and mass media instruction.

An institution conducting programs in continuing education, extension, and special educational activities must formulate clear, explicit, assessable goals for these programs and must be prepared to demonstrate its effectiveness in achieving these goals. An institution initiating or expanding special educational programs must demonstrate that it possesses the necessary resources to support such activities. It is essential that the provisions for special educational activities include an adequate administrative organization with responsibility for the activities assigned, a sound financial base, a competent faculty, appropriate support services, and adequate facilities for each program offered. Full-time faculty who are selected to teach in a special educational activities program should be given the same consideration in matters of salary, promotion, tenure, and other benefits as faculty teaching in other areas.

An institution planning to initiate for academic credit a special educational program not previously reviewed by the Commission must inform the Executive Director of the Commission in advance of the admission of students (see the Commission document, Policies and Procedures for Initiating Off-Campus and Other Special Educational Programs).

Policies governing the granting of credit for special educational activities must be consistent with those of the total institution. The amount of credit for each

course or program must be determined in advance. Noncredit programs should be appropriately identified and recorded by means of the Continuing Education Unit (see the Commission document, The Continuing Education Unit). The number of C.E.U.'s for each activity should be determined in advance.

Administrative responsibility must be assigned for the coordination of special activities. On-campus programs of a special activities nature, whether designated as continuing education or as adult, extension, or public service activities, must be coordinated and governed by the policies of the institution.

An institution planning to initiate a degree or certificate program which involves a significant departure from its usual educational practices must inform the Executive Director of the Commission on Colleges in advance of the admission of students (see the Commission document, Policies and Procedures for Initiating Off-Campus and Other Special Educational Programs). Such a program will be considered for approval by the Commission on Colleges if it meets the Criteria for Accreditation and is equivalent in content and quality to the traditionally structured certificate or degree program offered by the institution.

The institution must be able to demonstrate that students completing this program will have the opportunity to acquire the same knowledge and competencies as those completing its regular programs.

4.3.1. Contract-Relationships

While the Commission recognizes the right of a member institution to develop appropriate contracts for a variety of services, the Commission reserves the right to prohibit the use of its accreditation to authenticate courses or programs offered under contract. An institution contemplating a contract for educational programs or services with an institution or organization for which credit will be granted is urged to engage in any such contract with extreme caution and is advised to seek legal counsel before developing the contract.

Contracts for educational services and programs must be consistent with the purpose, the policies, and the procedures of the institution. All courses offered under contract must remain under the control of the member institution.

4.3.2 Off-Campus Classes

All courses taught in an off-campus location must maintain the academic integrity of the institution and must not endanger its compliance with the criteria established by the College Delegate Assembly. Special attention should be given to ensure the appropriateness of the courses to the students. Courses requiring laboratories, library materials, or other special resources must not be offered unless the necessary resources are provided.

Study abroad programs must be planned and structured in cooperation with the appropriate academic units of the institution if credit is to be awarded. Degree credit may be awarded for residence or travel abroad only when an academic program is offered which includes appropriate, planned learning activities and evaluation of student learning. In those areas in which credit is awarded, the quality of the academic programs, resources, and faculty involved must satisfy the standards of the participating institution.

The administrative unit(s) for special educational activities must provide for a systematic evaluation of all off-campus classes and units to assess the effectiveness of the institution in achieving its goals and objectives.

When an institution establishes a new off-campus degree program, it must inform the Executive Director of the Commission in advance of the admission of students and provide a prospectus for the program (see the Commission document, Policies and Procedures for Initiating Off-Campus and Other Special Educational Programs). At any time, the Commission may ask for a full report of all off-campus activities which involve the granting of credit. The institution must be able to document that all necessary approvals by state agencies have been obtained for all off-campus activities.

Two significant things have happened to Continuing Education in these new Criteria and should be emphasized at this point:

1. Continuing Education has been moved into the mainstream of educational programs and thus becomes an integral part of the whole educational process. It is no longer treated as a separate standard, as though it were different or unique. This is of real significance and should be noted and applauded by this group.

2. Continuing Education has become no more and no less a part of necessary higher education than any other part; this is a subtle change, but an important one.

Continuing Education will become more important, not less in future years. This makes it incumbent upon this group to husband quality and examine carefully expansion. There should also be efforts on all your parts to accept the principle of assessing outcomes and of planning. Rich will be the rewards, but even more important is the great benefit which will accrue to your consumers.

Speech by Henry L. Ashmore
to Council for Continuing
Education Unit Conference
Dallas, Texas
June 9, 1983

ALL YOU NEED TO KNOW AND WERE AFRAID TO ASK ABOUT THE CEU

KEITH E. GLANCY

ALL YOU NEED TO KNOW AND WERE AFRAID TO ASK ABOUT THE CEU

(Getting Started with the CEU)

Dr. Keith E. Glancy
Evening College, The Johns Hopkins University
Baltimore, Maryland

This session is planned primarily as a question and answer session. Let me start off the discussion with some comments and my own set of questions.

The question most often asked about the CEU is how you get permission to use it. Of course, you can't get permission to use it. You have to determine whether or not you can award CEU -- by deciding that you are able and willing to fulfill each of the criteria, both those that apply to the sponsoring organization and those that apply to each of the programs or activities.

When you have decided that you can fulfill the criteria and award CEU for some of your programs, here are some questions that need your consideration.

Why should you award CEU? Will a record of this program be needed by the participants? Why will the participants have any use for a permanent record of their participation?

Is it a significant educational experience that should be on the individual's record? Is it worth the trouble of maintaining the permanent records for each of the individuals involved? Or verifying participation and attendance?

You need positive and satisfactory answers to these questions if you are planning to award CEU. You will want to ask some other questions about each of the programs you plan to offer:

For whom is the course or program designed? What educational need does it meet? What are its objectives?

Who was involved in designing the program? Only one or two individuals? Representatives from the potential participants? The instructors who will present the program? All of the above?

Who will approve the content and design of the program? Faculty? A professional group, society or association? An advisory committee?

What instructors will be used? Who will select them? Who will approve them? How will they be oriented?

How will the program be evaluated? Who will do it? What criteria will be used? What is the purpose of the evaluation? How will it be used?

Will there be any assessment of student learning? How will it be done? Based on what criteria? Will the results be recorded? What system will be used?

When you decide to award CEU, you also must ask some questions about your administrative procedures:

Do you have an official policy statement? Who has overall responsibility for overseeing the program? Who is responsible for determining the number of CEU to be awarded for each program? Whether or not CEU will be awarded? Who will verify that each individual has fulfilled the requirements for the program and has earned CEU? Who is responsible for entering course completions on the permanent records? Who keeps the records? Where? How?

Who will issue transcripts? In what form will they be issued? Have the participants been given information about how records may be obtained?

Does the program announcement include information on the number of CEU that will be awarded? Does it include the objectives for the program?

Are general operating procedures in place? For registration and obtaining information needed for records? For program evaluation? For student assessment? For providing records and certificates?

Who will answer questions about the CEU program? The director? A coordinator? An administrative assistant?

This is not meant to be a comprehensive list of questions but, hopefully, will stimulate your thinking about the program and your analysis of your own organization and administrative structure.

Now it is your turn to ask the questions.

REPORT OF THE TASK FORCE ON THE ACCEPTANCE OF THE CEU IN ALLIED HEALTH

CONRAD P. FERRARA AND AUDREY F. SPECTOR

HEALTH SECTOR: TASK FORCE REPORT - SUMMARY

The CCEU Task Force on the Acceptance of CEUs by Allied Health met at the CCEU National Conference in Dallas, Texas, June 9-10, 1983.

The Task Force, composed of representatives from hospitals, universities, and state and federal public health agencies, has been working since January to develop an approach to study the problems of acceptance of CEUs by requiring authorities.

The Task Force met the day before the conference and presented its report at the Health Sector meeting on Thursday, June 9.

The major features of the Task Force report are a description of the situation, a statement of a desired process in which CEUs are earned and accepted, and a problem analysis which specifies major potential problems and their probable causes which prevent the desired process from occurring.

The Task Force report to the conference included the following recommendations:

- Broadly communicate the Task Force report to health professionals, their organization, and societies.
- Stimulate interest of health professionals in participating in resolving generic and specific problems associated with acceptance of CEU.
- Convene a national invitational conference to involve health professionals in developing strategies and plans for reducing and resolving the major problems associated with earning and acceptance of CEU.

The Dallas conference enthusiastically received the Task Force recommendations. The essence of many comments was that many of the problems are "fixable" if we would only talk with one another.

Highlighting similarities rather than differences was a recurring theme.

The Task Force will continue its work in implementing the recommendations as approved by the CCEU Board of Directors.

Conrad P. Ferrara
Task Force Chair

CONTINUING EDUCATION: WHY I SUPPORT AND DEMAND QUALITY

JOSEPH ALIBRANDI

CONTINUING EDUCATION: WHY I SUPPORT AND DEMAND QUALITY

I would like to preface my remarks by saying that I am not an authority in the field of continuing education, or even education in general. I am a businessman, and I'm sure there are many educators in the audience today who are far better qualified than I to discuss the technical points of structuring a continuing education program. However, from a business viewpoint, I think it is appropriate to comment on the system that is providing us with the workforce of the future.

A few weeks ago, I was going through the Sunday L.A. Times, and as you might expect, I ran across a big article on unemployment. The headline read something like: "California unemployment tops 11%".

In the very same issue of the Times I counted 46 pages of help-wanted ads, one of which listed over 600 openings in one company -- Northrup Corporation.

NATURE OF PROBLEM

It is not only ironic, but tragic that, during a period of such high unemployment, we have tens of thousands of jobs going begging in California -- and hundreds of thousands across the nation. Many of those job openings are technical or specialized, like the ones at Northrup. But many are entry-level positions, requiring only basic

skill in reading, writing and computation.

I'm not suggesting that everyone who is out of work lacks basic skills. But the fact of the matter is that many job applicants simply aren't qualified for the jobs available -- and many high school graduates today aren't even qualified to be trained for those jobs.

Let me give you an example. In California recently, the Port of Oaklard tested 1100 job applicants -- all high school graduates -- and found that 60% couldn't perform at an 8th grade level in reading and mathematics. Is Oakland an exception to the rule? Maybe it is, but if so, I submit that it is not an exception to the trend of deteriorating education in California and throughout the country.

This decline in student performance cuts across all levels. Tests administered over the past decade in all parts of the country reveal significant drops, particularly in the technical skills. Even the top achievers have fallen off by around 4% in both science and math.

Why? There are many reasons.

Since the 1960's, secondary schools, and colleges and universities have had to cope with dramatic demographic changes. They've taken on a wide variety of new instructional and non-instructional tasks. These stresses have led to a general lowering of educational standards and an erosion of the effectiveness of the teaching force.

We know what the problems are. And our ability to deal with those problems will indicate the capacity of the United States to close the

"education gap" that seriously threatens our world leadership. So, where does continuing education fit into the process of closing this gap?

Obviously, if our primary and secondary schools, along with some of our colleges and universities, are failing to demand high quality performance from their students, then high quality continuing education programs will be in great demand.

Even so, the poor track record of the traditional forms of schooling will require a changing role for continuing education. As I describe some of the needs faced by the private sector, you will see what I mean by "a changing role," and you should also see that quality continuing education is not a luxury, it is a necessity.

I have already referred to the basic skills deficiency, and I also know that in many continuing education programs the most highly demanded classes are in introductory composition, reading comprehension, spelling and grammar, or basic math skills.

It is sad that in a society where people can go to school for free for 12 years or more, they will then find it necessary to pay anywhere from $75 to $150 to go back and try again to learn something they should have picked up by the time they were 12 or 16 years old. But the fact is, that if they don't go back to school they could be almost unemployable for the rest of their lives. Nowadays, you can't train someone for even the most low-level factory work unless that person can read well and perform some rudimentary math calculations. Therefore, I think for some time to come most of the continuing

education programs will have to expand backward their ability to teach those basic skills. Of course, this may not have to be a permanent adjustment if the rest of the education system can get its act in order; but for right now, there are a lot of people who have to learn those basics, and continuing education is their last chance.

I recognize that having Ph.D.'s teaching spelling and math may seem like a waste of talent, and there is probably some question as to whether university-level instructors will take such jobs seriously. Let me assure you, however, that the business community takes the problem of functional illiteracy very seriously. The cost of educating these people will be enormous, but it pales in comparison to the cost of having them as dead weight on our economy.

Preparing people for entry level jobs is only the first step in building a more competitive work force. The challenges faced by U.S. industry will continue to require increasing quantities of technically trained people.

TECHNICAL EDUCATION

I recently came upon a rather sobering fact that I would like to share with you: despite its smaller population base, Japan graduates more engineers annually than we do here in the United States. Even more frightening: about one-third of the masters and half of the doctoral degrees awarded by American engineering schools now go to foreign nationals!

How are we to compete effectively in world markets if other nations

continue to train more engineers -- many of them in our own universities? People talk about the trend from smokestack industry to technology-based industry in this country as if we had some exclusive, God-given right to technology. Well, we don't -- we must earn it.

Of course, much of this problem must be handled at the undergraduate and graduate school level. But the rapid advances being made in all areas of science and technology also pose an important role for continuing education. That role will be to constantly upgrade and update our technical workforce.

The requirements for success in a techincal field are constantly changing. It is no longer possible for someone to complete their college education and expect their knowledge to last them an entire career. Dr. Karl Willenbrock, an expert in engineering education at nearby Southern Methodist University, recently wrote that scientists and engineers face two trends. First, the period of employment is becoming longer as the retirement age goes from the 60's to the 70's. Second, the rate of increase of new knowledge is so rapid that these workers must systematically increase their knowledge base to survive the technological changes which will occur in a 35 to 45 year career. Just as the Pre-World War II electronic engineer, who was an expert in the design of vacuum tubes, was made obsolete by the advent of semiconductor electronics, so today's chemical engineers may well face technological obsolescence if they do not understand microbiology.

These people will have to return to school on a regular basis

to take specialized courses; courses that may not have existed in their regular university curricula.

Dr. Willenbrock also points out that in addition to rapidly changing requirements for the professional level, there are similar changes at the paraprofessional level. I take this to mean a constant need for retraining in a broad range of skills, from technical to vocational.

Obviously, the employers themselves will have to take on a great deal of the responsibility for this retraining. But for the most part, companies will want to train people for specific tasks that will make them useful to the firm. A more general kind of training and retraining will also be needed. There will be a demand for people who have a good working knowledge of how machines or robots are built, programmed, and repaired. The federal government, and many state governments, will be committing large amounts of funds for this purpose. So, you may find yourselves working with the development agencies and community service organizations as well as with employers.

In such a three-way partnership between academia, business and government, it is the schools that are really the key. You are the ones at the cutting edge of technology, research, and training techniques. And if the U.S. is to remain as the world's most productive country, we have to have the best education and the best training. I think continuing education programs are well-positioned to step into this role; in fact, they are probably the institutions best able to rescue the situation at this time.

FOREIGN LANGUAGE STUDY

A third area that I would like to discuss, one which is vitally important to U.S. business is that of understanding other cultures.

In a recent survey, the presidents of 55 of the largest companies in the U.S. were asked their opinions about the importance of foreign affairs. All of them thought that a knowledge of foreign countries would be of growing importance, and 85% believed that foreign language skills were likely to grow in importance.

That kind of response is not surprising. U.S. firms now compete in a total world economy. To successfully market overseas you have to be able to understand the tastes, the preferences and the needs of your customers. Even those companies that don't try to sell outside the U.S. face foreign competition; therefore, they need to keep abreast of what is going on in their rival's homeland.

Unfortunately, the U.S. is ill-prepared for this challenge. American businesspeople, whether they work for large, medium or small firms, rarely speak a foreign language and have little experience or skill in negotiating with foreign enterprises or governments.

Some statistics may highlight the problem:

In 1976, only 4% of high school graduates had spent over two years learning a foreign language and fewer than 2% were fluent in a second language; in 1977 only 9% of the college students were enrolled in foreign language courses.

Those may seem like outdated statistics -- they are six or seven years old. But remember, those people are now out in the working world, and many of them will soon realize that to be successful in business they will have to return to school and start learning a second language. This situation hasn't improved over the last six years either. For instance, its interesting to note that there are more teachers of English in the Soviet Union than there are students of Russian in the United States.

I don't think I can stress enough how important it will be to train business people in foreign languages. A great deal of the success of Japanese businesses here in the U.S. can be credited to their understanding of our language and our culture. On the other hand, our businesses have been hurt by our lack of that knowledge. Let me give you some humorous examples: the slogan "come alive with Pepsi" when translated into Chinese appeared as "Pepsi brings your ancestors back from the grave." Parker Pen once promised its Latin American customers that the new ink used in their pens would prevent unwanted pregnancies. And the Chevy Nova wasn't selling very well in South America until someone told General Motors that "Nova," if spoken as two words, means "it doesn't go" in Spanish; then they changed the name to "Caribe".

I was discussing earlier our need to keep up with changing technology; well, the key developments in science and technology are now being published in more than 70 languages. English still accounts for about 40% of this material another 35% appears in Russian, German and French, the remaining 25% in less well-known languages. Japanese and Hungarian publications are important for the electronic industry; Swedish journals should be read by those who want to keep up with metallurgy, power engineering, shipbuilding or the communications industry.

The list could go on and on, but I think you can get the picture.

CONCLUSION

I want to conclude by repeating what I said at the beginning of my talk -- I am not an expert in the field of education. Therefore I'm not going to stand up here and make a lot of specific recommendations on how various schools could improve their continuing eudcation programs. My goal today was only to point out some of the trends in business and industry that may have an effect on our educational system. How your programs adapt to those trends is up to you; I'm sure every region of the country will place different demands on the schools in its area.

The fact is that those institutions that are charged with doing the job have fumbled badly....can you recover?

PROMOTING HARD-TO-SELL PROGRAMS

KATHRYN S. COLLINS

Promoting Hard-to-Sell Programs

Kathryn S. Collins
June 10, 1983

OUTLINE

I. When a program fails, analyze what went wrong:

   A. Was the audience properly and carefully targeted?

   B. Did you mail to the right people?

   C. Did you mail enough promotional material?

   D. Did you mail soon enough?

   E. Did you charge too much or not enough?

   F. Did you hold the program in the right place at the right time?

   G. Was the promotional material well designed and well written?

   H. Did you have a good image, an established position, with the market segment you wished to serve?

   I. Did you offer a program they wanted and needed?

II. Ways to help make our programs successful:

   A. Send questionnaires to target audience to see what speakers and topics they want and when they want them.

   B. Form an advisory group of key people from your audience. Get their advice, ideas, support. List them on your promotional piece.

   C. Improve the quality of your mailing list through regular audits and supplement it with purchased lists (Chambers of Commerce provide free or very inexpensive lists.)

   D. Send press releases to local newspapers and radio stations.

E. Consider offering something with the program to make it more appealing (a book, for example).

F. Spell out benefits and special features in the brochure.

G. Try supplementing your promotional piece with telephone marketing.

H. Consider turning your program into a conference.

I. Make it easy for people to respond. Provide an alternative to completing the registration form by giving them a name and phone number to call.

PROGRAM EVALUATION II: MONITORING AND IMPROVEMENT

SCARVIA B. ANDERSON

Program Evaluation II: Monitoring and Improvement

Scarvia B. Anderson

Obviously I come to these sessions with a strong commitment to evaluation as an indispensable part of your operations--a vital service to program planners and administrators, participants and sponsors. However, even I must admit that there are several reasons why a decision not to evaluate may very well be a sensible decision:

1. If the training is to be provided at low cost to very few people.
2. If the program is to be offered only once.
3. If there is little possibility that the results of the evaluation will be acted upon in any way.
4. If there is no one on your staff interested or informed enough to carry out or be responsible for the evaluation required. (See Grant and Anderson, 1977.)

Of course I hope that the last two reasons will dissipate with time and the persuasive performance of those who conduct evaluations and train evaluators.

Most decisions not to evaluate will be made informally, especially for the relatively small programs with which most of you are involved. However, in the case of very large programs--for example, national military training efforts--there are formal tools for estimating evaluability. They take into account some of the same factors as those you might take into account informally--availability of support, probability of securing the cooperation of the parties involved, the proprietorship of the results, matters of privacy and informed consent. But they attempt to express these variables

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Council on the Continuing Education Unit, Fifth Annual Conference, Dallas, Texas, June 9-10, 1983.

in more precise form and require detailed cost estimations of the proposed evaluation activities (Rutman, 1980). If you are evaluating a ten thousand dollar program, the literature on evaluability assessment will be of interest to you primarily as a check list of items you might want to consider. But if we are talking about a program that runs into the millions and evaluation activities can be expected to cost several hundred thousand dollars, you can see that a careful evaluability assessment is a worthwhile investment. Why embark on an extensive and expensive evaluation effort if the results are unlikely to be valid or useful--especially if the evaluation would be carried out using our tax dollars?

Yesterday, we talked about evaluation to judge the effectiveness or worth of a program; that is, we focused on impact or summative evaluation. However, I pointed out that some of the information obtained might also be useful for program improvement.

Let's return to the course called "Speaking UP" (Exhibit 1). Suppose that after the relatively brief segment of instruction on being a member of a television panel, the panel performance of participants during the practice session was judged to be poor. Further, when we asked them, only one or two participants said they ever expected to be on such a panel. We might seriously consider leaving out that segment of "Speaking UP" and lengthening the other instructional sequences. But we would need to try to anticipate the interests of future course participants before definitely deciding to make the change

As another example, we might have found out that the participants who exercised the option of sending in a speech in advance seemed to profit more from the course than those who didn't. Our first inclination might be to change the option to a requirement that all registrants send in a speech in advance. But maybe it was the more highly motivated and experienced participants who sent in their speeches. If so, we might expect them to get more

out of the course in any case. And perhaps some of the participants who want and need the course most don't have a ready speech of their own. Would we want to institute a requirement that would bar them from the course? Should we set up separate courses for the more experienced and the less experienced speakers? Could we afford to do so--and would enrollments be sufficient to maintain two levels? Results coming out of impact evaluations may suggest changes that might improve the course but, as you can see, you need to examine the implications of those changes carefully before you actually make them. You could do the program more harm than good.

Because of the general nature of the results of most impact evaluations, the suggestions they contain for program improvement may not be as targeted as some program planners and developers would like. In such cases, they may want to mount specific small studies or trials to evaluate aspects of program content or delivery or even the marketing effort. We call such studies formative or process evaluation. The process evaluator can be of major help in the development phase of a program--for example, in determining if the reading level of printed materials is appropriate or if the content covers the program objectives adequately. In fact, formative evaluations can be conducted on many aspects of program objectives, program content, program methodology, program context, personnel policies and practices, and promotion (Anderson and Ball, 1978). Let us review just a few of the kinds of questions you might ask in each of these areas:

1. Program objectives. Is there a potential client group for a program with these objectives? Do they meet with general acceptance from those who can be expected to influence, or be influenced by, the program? Acceptance criteria have acquired a bad name in some evaluation circles, because the "smiles test" has sometimes been the only form of evaluation. However, there

is nothing wrong with asking key people what they think about a planned program or how well they think it comes off in a trial run.

2. Program content. Is the content technically accurate and professionally acceptable? Is it overly structured or not structured enough? Does the program fit the backgrounds and abilities of the participants? What about the effectiveness of the separate program components and the order in which they are presented? It would usually cost more than it is worth to evaluate the effectiveness of each tiny program module. However, some components that program directors are least sure of probably deserve specific attention. For example--reverting to an age group very different from the one with which you are concerned--it was essential for the developers of Sesame Street to determine how long a four-year-old audience could attend to TV presentations of letters and numbers (Palmer, 1976). Sequence can also be important; offering experience B before experience A could make all the difference in whether participants come back for subsequent sessions of a course.

3. Program methodology. How much control do instructors have? Are there better methods than lecture or group discussion to get over certain points? Are there new technologies that can contribute to the effeciveness of program delivery? What about pacing and length of program? How much time is needed to cover the objectives adequately, and what is the best distribution of that time for effective learning and for participant convenience? Would five Saturday sessions over as many weeks work better than five evening sessions in one week? How are clients reinforced for their participation? What sort of reinforcement does the awarding of CEUs provide?

4. Program context. Is the program well administered? Are staff working relationships ill-defined and perhaps antagonistic? Are facilities

and resources adequate? If the evaluator can play the role of near-outsider, he or she may be in a position to spot problems that instructors and program managers in their day-to-day involvement and proximity cannot see. Many management consultants continue to earn their keep because they can get from staff information that has escaped supervisors or can detect poor practices that have somehow slipped into the operations. We might note that not only are there good programs damaged by bad contexts but also there are some poor programs that receive far better press than they merit because they have good contextual features; for example, the charisma of their directors or the reputation of the institutions in which they are housed. However, one would not want to bet heavily on the long-term survival of such programs.

5. Personnel policies and practices. With respect to clients: Who is the program reaching? How is it reaching them? Do the participants represent the clients the program was designed to serve? And with respect to staff: Who are they? How were they selected? Are they qualified to teach the program initially? What if the initial instructors become unavailable--can someone else take their place? How can you weed out staff who are incompetent?

6. Program promotion. Are the promotional materials reaching the target participants? What kind of return are you getting from your promotional efforts? Are certain styles of printed material more effective than others? What media besides direct mail should you consider?

Returning again to our example course, "Speaking UP," suppose that you were still in the planning stage of such a course. What kinds of information might you want to collect to help in the process of program development?

(Participant Exercise 4.)

For a program or course that you hope will have a long life, it is very desirable to have a trial run in order to get the bugs out, make sure all the pieces are in place, and discover ways the program might be improved before it becomes operational. This is especially true if elaborate equipment is involved or if you have some serious questions about whether some of the program ideas will work. It may be worthwhile to conduct a trial run at no charge to participants or their sponsors. Just try to get a group of participants who are not very different from the group you have in mind for the future. Suppose that you had this opportunity with the course, "Speaking UP." What kinds of things might you look for during a trial run?

(Participant Exercise 5.)

As the last item on our agenda, let us consider what may be the most important program evaluation activity in which you engage: program monitoring. We tend to equate program evaluation with innovation. Indeed, in most fields, relatively little attention has been given to continuous or periodic monitoring of programs that have been around any length of time. Unfortunately this is true for our school and university systems, hospitals and other health facilities, law enforcement agencies, and many other human service efforts vital to our lives. Yet, as the APA Task Force on Continuing Evaluation in National Health Insurance (1978, p. 311) has pointed out: "Programs always change over time. Some of the changes may represent improvement, others...degradations. As programs come into being and reach operational stages, staff members may become more skillful, but they may also become blasé....It is essential that evaluation be regarded as a continuing process rather than as a discrete point-in-time event."

In manufacturing, monitoring goes under the name of "quality control." Unless periodic checks are made of the quality of the items coming off the assembly line or out of the laboratory, distributor concerns, customer complaints,

and law suits could soon put the company out of business. The absence of monitoring in continuing education or training efforts may not carry with it threats of quite the same magnitude, but most continuing education and training units have to justify their existence to someone or some body. And, if participants and their sponsors become increasingly dissatisfied with the offerings and if enrollments start to fall off markedly, then the program is in trouble. Even if there were no repercussions from the outside, you as professionals want to feel confident that your programs are maintaining their quality and meeting the needs of the participants.

Monitoring efforts are usually directed toward a complex of programs, although information about the functioning of components is an important part of the total system. Thus, you would talk about monitoring the performance of a continuing education center or a personnel training division rather than about monitoring specific courses. The kinds of data you would find in a typical monitoring system in your line of work would be numbers of registrants by course, numbers completing courses, numbers of repeat registrants, results of follow-ups with participants, records of mailings and other promotions and the results, evaluations of instructors, and the like. New data processing systems make it possible to store large quantities of information. The challenges in designing or revising a monitoring system are to select information that does in fact bear on questions related to the quality and success of the program, make provisions for analyzing and combining these data so that they are retrievable in meaningful form, include mechanisms for revising and updating the system with comparative ease, ensure that updates are in fact carried out and all entries made in a timely manner, and, where any of the data are of a confidential or personal nature, protect the privacy of the individuals involved. A large investment but one with the potential for a high yield!

The usual sources of data for such a monitoring system are records, questionnaires, observations, and grades and other evaluations. (See Grant, 1980, for some good examples of the kinds of data that go into various kinds of monitoring systems--in businesses, assessment centers, military training programs, rehabilitation programs, mental health services, higher education, and school-level educational systems.)

For our final exercise, please imagine that you are the director of the Central University Center for Continuing Education, which has a wide array of offerings throughout the year (including "Speaking UP," of course) open to both individual and sponsored participants. The Center also helps plan and put on conferences for the University system and offers, under contract, courses tailored to the in-service training needs of particular businesses, agencies, and institutions. The latter are offered on a time/resource-available basis. What kinds of information might you want to include in a system to monitor the performance of this Center? Would you favor more than one monitoring system or at least subsystems directed toward performance in the Center's three main areas of endeavor?

(Participant Exercise 6.)

Yesterday we looked at program evaluation in general and impact evaluation in particular. Today we reviewed some reasons why you wouldn't want to undertake evaluation efforts, and then we went on to talk about evaluation primarily in the cause of program improvement and about monitoring as a form of continuing program evaluation. It is convenient to treat these forms of evaluation separately in discussions such as these, but in practice they are not so neatly distinguishable. We have seen, for example, that suggestions for program improvement may be obtained from impact evaluations, that process evaluations may produce evidence of effectiveness,

and that the results of evaluations of components are important ingredients of a system designed to monitor the quality and success of the overall efforts of a facility.

To return to an initial observation, I hope that we have also seen that program evaluation, to be useful and used, is not something tacked on but an integral part of the multiple aspects of program planning, administration, delivery, public relations, and marketing. Don't put your evaluators on a separate floor if you want them to influence program developers. Make sure that program directors not only have a hand in designing any monitoring system but also have the knowledge and the facilities to access it directly.

You may, in some instances, want to hire an independent consultant or evaluator to assess program effectiveness--especially if the reputation or continuation of the program is at stake and an external evaluation will have more credibility. However, even such an external evaluation should not be an ad hoc matter but a part of your program planning, and the plans should be shared with, and explained to, staff. Otherwise, you can write off any general use or even acceptance of the results. And you can certainly count on low morale--if not downright sabotage.

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Dates: Two Saturdays, September 10 and 17 or October 8 and 15 or November 12 and 19

Location: Central Center for Continuing Education, Central University, Central City

Course Leaders: John A. Smith, Ph. D., and Jane B. Doe, Ph. D.

John A. Smith is Professor of English and Drama at Central University and is a regular consultant to television and radio stations in the state. Dr. Smith received his Ph. D. from Northwestern University, and is the author of three books including the recently published Speech and Persuasion (Jossey-Bass, 1983).

Jane B. Doe is Director of Speech Therapy at the Central City Clinic and maintains a consultantship with the Veterans Administration. She has published numerous articles in the areas of reading, speech therapy, and emotional aspects of speech. Her undergraduate degree is from Stephens College, her graduate degree from U. C. L. A.

Course Description: The course is designed to give people who must speak in public confidence in and techniques for delivering prepared speeches, fielding questions from the audience, being interviewed for television, and appearing on television panels.

Course Agenda:

	First Saturday	Second Saturday
8.30- 9.00 am	Registration, coffee	Coffee, informal discussion with Course Leaders
9.00-10.15	Introduction, overview of course The prepared speech--format, body language, visuals	The friendly TV interviewer The unfriendly TV interviewer
10.15-10.30	Break	Break
10.30-12.00	The prepared speech--demonstration and practice	Television interviews--demonstration and practice
12.00- 1.00 pm	Lunch	Lunch
1.00- 2.30	The prepared speech--demonstration and practice	Television interviews--demonstration and practice
2.30- 2.45	Break	Break
2.45- 4.30	The prepared speech--demonstration and practice, fielding questions from the audience	Panel participation--demonstration and practice
4.30- 5.00	Informal discussion with Course Leaders	Informal discussion with Course Leaders

Participants will receive some individual feedback from Course Leaders during the period of instruction.

Continuing Education Credit: The Central Center for Continuing Education maintains a record of persons attending the program and awards continuing education credits for attendance. The CEUs for this course are 1.2.

Speaking UP (continued)

Registration: Who may register? Anyone who is interested in improving his or her public speaking skills. Recent participants have included business executives, college professors, directors of health service units, and PTA and civic club leaders.

Registrants are requested to submit in advance a speech they have recently given so the course can be better tailored to their interests; however, this is not a requirement.

The registration fee is $130 per person, or $110 for two or more persons from the same sponsoring agency, company, or institution. This includes tuition, materials, scheduled breaks, and luncheons. Video tapes of individual participants will be available at the end of the course for a nominal fee. Preregistration is required to ensure placement in the course, which is limited to 16 participants. Preferred dates should be specified.

Housing: Arrangements have been made with the Ramada Inn, Central Plaza, for course participants requiring housing. Rates are $35 for single occupancy and $41 for double. Participants are responsible for making reservations directly with the hotel. Reservations can be made by calling the following toll-free numbers: 800-000-0001 (in state) or 800-000-0002 (out of state).

/The above is taken from a Central Center for Continuing Education bulletin, which includes registration forms and other information about the offerings of the Center./

Categories of Evaluation

(adapted from the introduction to the Evaluation Research Society "Standards for Program Evaluation." See Rossi, 1982.)

1. Front-end analysis (preinstallation, context, feasibility analysis). This includes evaluation activities that take place prior to the installation of a program: to confirm, ascertain, or estimate needs (needs assessments), adequacy of conception, operational feasibility, sources of financial support, and availability of other necessary kinds of support....The results should provide useful guidance for refining program plans, determining the appropriate level of implementation, or deciding whether to install the program at all.

2. Evaluability assessment. This includes activities undertaken to assess whether other kinds of program evaluation efforts (especially impact evaluation) should be initiated....represents a growing professional concern with the costs of evaluations in relation to their benefits, as well as with identifying the general characteristics of the program that may facilitate or hinder formal evaluation efforts....may encompass inquiries into technical feasibility (e.g., Can valid performance indicators be devised?), policy matters (e.g., Is interest in offering the program likely to be short lived?), and...the characteristics of the program (e.g., Has it in fact been offered?).

3. Formative (developmental, process) evaluation. This includes testing or appraising the processes of an ongoing program in order to make modifications and improvements. Activities may include analysis...of interactions among persons involved in the program, personnel appraisal, surveys of attitudes toward the program, and observation. In some cases...means field-testing a program on a small scale before installing it more widely. Formative evaluation usually requires working closely with program developers and participating in decisions about program modification.

4. Impact (summative, outcome, effectiveness) evaluation. The results of impact evaluation...are intended to provide information useful in major decisions about program continuation, expansion, or reduction. The challenges for the evaluator are to find or devise appropriate indicators of impact and to be able to attribute...impact to the program rather than to other influences. Some knowledge or estimate of conditions before the program was applied--or of conditions in the absence of the program--is usually required. Impact evaluations differ in the degree to which the search for appropriate indicators goes beyond the stated objectives....

5. Program monitoring....refers to programs that have already been installed, sometimes long ago....The kinds of activities...vary widely, ranging from periodic checks of compliance with policy to relatively straightforward tracking of services delivered and counting of clients (students)....may include purposes or results found also under other evaluation categories; e.g., it may involve serious reexamination of whether the needs the program was originally designed to serve still exist, or it may suggest program modification, updating, and revitalization.

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INSTRUCTORS MAKE OR BREAK A PROGRAM: SELECTING AND TRAINING FOR SUCCESS

C. PAUL SPARKS

INSTRUCTORS MAKE OR BREAK A PROGRAM: SELECTING AND TRAINING FOR SUCCESS

C. Paul Sparks

When your program coordinator, Dr. Schafer, invited me to appear at your conference she told me that I would make two presentations. I should aim one at the administrators of programs typically offered by colleges and universities. I should aim the other at organizers and administrators of programs typically offered by associations. This sounded quite reasonable since I had been involved periodically with university continuing education activities for over forty years and am currently an Adjunct Professor at the University of Houston. On the other side of the coin, I had made presentations and had conducted seminars and workshops for a wide variety of associations and professional societies. I had even appointed the committee that succeeded in having the Division of Industrial Psychology of the American Psychological Association approved as a sponsor of continuing education for psychologists. Some time later I received a packet from the Council on the Continuing Education Unit. Included was a page listing members of the Council. The listing contained the name of the organization, its address, and the name and title of its resident official. The list contained the names of 33 organizations, 14 of which were colleges or universities. The remaining 19 were a mixture of private sector and public sector organizations. I could find little that they had in common, at least on the surface.

Sometimes it is easier to define good instruction by giving an example of bad instruction. I told an illustrative story to yesterday's audience and you should suffer as well. A little girl came rushing in to her mother and asked breathlessly, "Where did I come

from?" Her mother studied the situation and concluded that her daughter was old enough to be told the "facts of life." At the conclusion of a very detailed explanation the little girl said, "That's very interesting but I'd still like to know where I came from. Sally came from Hoboken, New Jersey." The mother failed to match the instruction to the goals of her daughter. I'm afraid much technically sound instruction is found by the students to be inadequate because the aims of the instructor and the goals of the students are not the same. In fact, they may even be antagonistic.

Some years ago when I was a young consultant I was invited to make a presentation to a group of small business executives and entrepreneurs. At that time my clients were primarily giants of American industry - Esso Standard Oil, St. Regis Paper Company, Southern Bell Telephone Company, Kaiser Aluminum & Chemical, etc. I figured that my credibility would be strained if I offered much adv ce based on how these giants managed for success. I tried to translate principles into action steps that could be taken by a small business. I still remember my suggestion on market research because one of the participants wrote me later and thanked me for what he perceived as a valuable suggestion. I had suggested that he ask the next 100 customers who came into his florist shop what had caused them to choose his place. This would give him some idea of the relative impact of the Yellow Pages, newspaper ads, word-of-mouth communication, or whatever.

About the same time I was invited to make a presentation to a regional meeting of the National Association of Cost Accountants. I developed what I considered to be a very innovative model for the inclusion of personnel assets on the balance sheet. I even worked

out details of how to handle hiring, resignation, promotion with attendant salary increase, expansion, retraction, and thought I had proved my point by offering for sale Company A and Company B, identical in physical assets but Company A was fully staffed and Company B had no personnel. I completely misread my audience. There was no critical thought given to my model. Instead, there was a barrage of reasons why it could not be done, reasons drawn solely from legal and/or professional proscriptions and prescriptions.

The Training Department of my former company maintains a log book of training offerings in professional and managerial areas by all kinds of organizations. Whenever an employee attends one of these an attempt is made to obtain an evaluation of both the content and the presentation. Attendance at any training program is supposed to be recorded on the employee's permanent personnel record. The company also has a very generous educational refund plan for employees who wish to take college or university courses for credit. Working toward a degree is not required. However, the employee's supervisor must approve the course as one that would improve the employee's performance on the current job or enhance chances for promotion in the same line of work. Completion of such courses is also to be entered on the employee's permanent personnel record. Two years ago I proposed that wherever possible the CEU value of the training be entered along with identification of the training program. I felt that such a procedure would be motivational for the employee and would help insure that the employee went to quality programs. I based the quality thought on my admittedly imperfect knowledge of what it took to become a sponsor of programs that were entitled to award CEU's. My efforts have so far been unfruitful but I have been given renewed hope at this conference.

I note that several organizations represented here must be giving offerings connected with obtaining or maintaining an occupational license. Some of these organizations are professional or technical societies or membership organizations that provide a service for members or aspirants to membership. Other organizations, generally describing themselves as not-for-profit, frequently seek out this mandated market. I am currently a licensed psychologist in the State of Texas. This license is perpetually renewable as long as I do not violate any of the published rules of the Texas State Board of Examiners of Psychologists nor engage in unethical conduct. In contrast to Texas, many states have a continuing education requirement in order to maintain an active license. In fact, the American Psychological Association coordinates the CEU procedure for psychologists who wish to be licensed in those states. State boards accept APA's records as evidence of meeting statutory or regulatory requirements.

I recently received a brochure describing two offerings: Part I: State Licensing Examination Preparation and Part II: Continuing Education Courses in Israel. The frontspiece of the brochure was blank except for the statement, "The Association for Advanced Training in the Behavioral Sciences, a division of the Behavioral Science Systems Corporation, is approved by the American Psychological Association to sponsor continuing education programs for Psychologists. APA approval is limited to organizations and does not necessarily imply endorsement of individual offerings." Part II of the brochure describes six courses, all running concurrently and each aimed at a different psychological specialty. The brochure states that each course provides 20 hours of continuing education credit and the schedule shows

five morning seminars with the afternoons and some entire days devoted to sightseeing or travel. I gain the distinct impression, perhaps quite erroneously, that the order of attractiveness places the trip first and the continuing education opportunity second. I have no quarrel with that and if I were a licensed industrial psychologist in a state that simply required entry of hours into the record and if I thought that a vacation in Israel might be enjoyable, I might look further into it. I would also consult my tax attorney.

The problem is quite different when your organization has neither a mandated potential audience nor a job targeted audience. A psychologist co-worker of mine accepted an invitation to conduct six sessions on personnel selection in the evening division of one of our local colleges. He prepared assiduously for his first two-hour class and even made quick-copies of homework to be completed before the next class. Not one of his eight students did any of the homework. During the break at the end of the first hour of the second class he found out why. He was told in no uncertain terms that they enjoyed his presentations but that they had no intention of working as hard as he was suggesting.

How do you select and train your instructors? First, you will probably think of the most authoritative person available, given your budget and your drawing power. This may be a plus but it may also be a minus. This is particularly true if the subject is highly technical and the audience is less than fully conversant with the subject. Your audience may not understand and your speaker may not appreciate how "jargon-laden" technical materials can be. Let me give you a simple illustration from my own field. The term "average" is constantly used

in everyday conversation and in all kinds of media. From a technical point of view there is only one true average. It is the arithmetic sum of all the observations divided by the number of observations. It is called the Mean. It is one measure of what is called central tendency. There are other measures of central tendency but they also have unique names. If it is the middle value in a string of observations ranked from most to least (or least to most), I will call it the Median. If it is the most common value found in a string of observations, I will call it the Mode.

Now that I have sufficiently confused you and perhaps disabused you of attention to an authority, let me suggest another possible first approach. Analyze your potential audience. My psychologist friend might have behaved quite differently if he had known that four of his students were not employed nor seeking employment and that the other four were employed at jobs unrelated to the personnel function and were not seeking to change occupations. The brochure had included psychology in a description of the course and they had always been interested in psychology.

Hopefully, these two considerations can be blended. You can publicize the authority of the speaker and thereby gain a drawing power advantage. The speaker can tailor the presentation to the sophistication level of the audience and meet their goals and expectations. It is generally easier for a very knowledgeable speaker to simplify than it is for one with limited knowledge to acquire additional knowledge in a hurry.

A very wise speaker once said, "With a little more time to prepare, I could have given a shorter speech." Obviously, your speaker

will be a person with much to do. The old adage still holds, "If you want something done, find a busy person and ask him or her to do it." This necessarily means that this is a person who meets his or her commitments. Line up your presenter well in advance of the session. Remember, however, that too much lead time can lead to procrastination and lose its desired effect. One answer is to schedule, artfully, a series of intermediate dates, each of which is calculated to move the speaker closer to the ultimate goal. Assuming that you and the speaker have agreed on a general topic, you might start by asking for a 100-150 word synopsis of what the speaker intends to cover. This might occur as early as six months before the scheduled presentation. It will also help you with preconference publicity. This request might be coupled with a listing of other things that will be required before the scheduled presentation. One of these might be the submission of a comprehensive outline containing what the speaker will try to communicate to the audience. The last nudge (needle) might be submission of a paper to be included in the proceedings of the conference. This last is of vital importance if the program is to involve a panel and the speakers are expected to coordinate their remarks. I have been the "discussant" for numerous programs where I first knew what the speakers were going to say at the same time that the audience did. Needless to say, annoyance is an understatement of how I felt.

Most speakers have a considerable amount of pride. If there is to be press coverage, say so. I have appeared at numerous conferences where a correspondent for the Daily Labor Report of the Bureau of National Affairs was present to report the proceedings. After one or two of these she would meet me in the lobby and ask if I had a copy of

what I was going to say. She began to expect this. I helped her since she did not have to take copious notes and she helped me since I did not need to worry about being misquoted or having some minor point come out as a headline.

Lastly, but not least, provide for unforeseen eventualities. I have read papers prepared by others. I have gone on out of order in what was supposed to be a sequential series. I have made rough drawings because I was not told that my slides would be projected from the rear onto a ground glass screen thereby prohibiting the use of overlays. Every presentation is a bit of a gamble, including this one.

CONTINUOUS EDUCATION: THE KEY TO PROFITABILITY AND PRODUCTIVITY

GEORGE A RIEDER

THIS PRESENTATION WAS SUBMITTED FOR THE PROCEEDINGS
BUT NOT DELIVERED AT THE CONFERENCE

Continuous Education: The Key To Profitability and Productivity

by George A. Rieder
Senior Vice President
RepublicBank Corporation

It is a tranquil day at the beach, Charlie Brown's sister, Sally, carefully builds an impressive sand castle. That work done, she happily engages in other beach activities. Several hours later Sally returns to find the ocean's tide has obliterated her handiwork. The sand castle is destroyed. With frustration and disbelief in her voice, she asks Charlie, "How do you get even with an ocean?"

Sometimes we feel like Sally Brown as we view the profound socio-economic transformation which is in full swing within our society. Demographic waves representing fewer youngsters, more adults and increased numbers of senior citizens are pounding the beaches of our professional and personal lives. And, what massive changes are occurring! As an example, if present trends continue, one in five Americans will be at least 55 years old by the end of this decade. That means for the first time in American history, the number of people 55 and over will be larger than the school-aged population. In addition, the median age of the 226.5 million people found by the census on April 1, 1980 was exactly 30, the age that separates the young from the not-so-young.

Because of a dramatically declining fertility rate since 1957, there will be a smaller proportion of young people. The population will indeed be aging. The post World War II "baby boom" - an unprecedented 43 million births between 1947 and 1957 - will pyramid those Americans counted in the 25-44 age cohort by 55%, and all within the '80s. Just consider the social discontinuity that this population "sea change" has brought in terms of consumption patterns, employment dynamics, activist politics, sexual permissiveness, medical-legal practices, quality of life issues, and the pursuit of leisure. What's more, reflect on the future expectation and frustration levels of the Now Generation as it faces a slow-growth economy plagued by inflation.

Changing attitudes about employment, marriage, contraception, abortion, divorce and family size have all combined to funnel more women into the work force. More than half of working age women are employed, with two-thirds of them indicating they wish to combine family and career. Women tend to marry later, postpone child bearing and limit family size. Generally speaking, the working woman is more oriented to finding "fulfillment" on the job than her male counterpart. Especially for two-career families, the one unifying element that seems to characterize the new American family is work. Myriad issues, many of them involving sailing on uncharted waters, are confronting single households as well as two-career professionals. They will be destroying many sand castles of past practice and behavior as solutions are found.

Without going into an exercise in demographic numerology, suffice

it to say that one dominant aspect of the labor market during this decade will be a sharp drop in the growth of the labor force. While the '70s saw an annual growth rate of 2.3%, new entrants in the workforce will experience a precipitious decline to a 1.1% annual rate over the next 10-year period. Despite current double-digit national unemployment figures, there are likely to be real labor shortages in the years ahead caused by low birth rates in the '60s.

Aggravating this labor inflow dilemma is the fact that the participation rate of males 55-64 is expected to ebb from 74.3% at the beginning of this decade to 69.9% in 1990. So, even though over 3.6 million more people will be aged 55 and over, they will constitute a smaller portion of the labor force. More potential problems for business managers? And, because of a likely tidal wave of shortages, an opportunity for educators as we have not seen since the end of World War II?

Now, looking at an even more turbulent part of the shoreline, what about the harsh international competition which is draining smokestack industries of sales and, in the process, causing severe unemployment among both blue and white collar employees. The horizon is dotted with ships and airplanes transporting steel, automobiles, textiles, appliances and electronic products from abroad. The U.S. imports 28% of its cars, 18% of its steel, 55% of its consumer electronics and 27% of its machine tools. And durables and consumer products are not the full world trade story. For example, ten of California's largest twenty banks are owned by foreign interests; and fully 50% of all commercial loans made in New York City are made by banks from across the seas. Similarly technology developed in the United States is now being perfected by fertile minds, disciplined attention to detail and perceptive management practices in other parts of the world. Chip technology is a graphic illustration.

And, the socio-economic maelstrom is also fed by the cloudy productivity picture where the average annual growth of 3.4% for the period 1948-1954 slowed to 3.1% in the next 10 years and again to 2.3% in the 1965-1972 period. The snails-pace 1.0% annual growth during 1973-1976 eased to 0.4% in 1977-1978 and a negative 1.6% in 1979. Even more disturbing, the productivity of the service sector plummeted by 6% in the 1970s, a sorry tale indeed. Yet, that is not the productivity story with high performing U.S. companies. The managements of Dana, IBM, Hewlett Packard and Proctor and Gamble believe that productivity through and with people is sound business. Dana Corporation's efforts doubled productivity in 8 years simply by use of perceptive management practices geared to using the full talents, potentials and commitment to learning of all its human resources, not just a few managers or executives. "Talk back to your boss" is no empty phrase at Dana.

In my view, the heavy surf pounding the beaches of tradition and complacency signal a new beginning. Whenever a society goes through revolutionary change - from an industrial orientation to an electronic era - there are aches and pains but also opportunities and entrepre-

neurship. People start building new sand castles. And, educators must then meet the needs of these new realities.

Cartoonist Chas. Addams fashioned a provoking picture for bankers as they plan for the eighties. The drawing showed a cemetery brimming over with headstones of now defunct U.S. automobile companies. There they were - Harmon, Cord, Stanley, Franklin, Pierce, Nash, Essex, Maxwell, Edsel and many more. Preoccupation with the past and a lack of management flexibility paralyzed them. Changes in consumer preferences and new competition took their toll. In essence, management had not assured the survival of the enterprise.

Think of the best-known American corporations. Usually names like Sears, General Motors, U.S. Steel, IBM, General Electric, Xerox, American Express, Merrill Lynch, Prudential Insurance and AT&T come to mind. Contemplate the new business dimensions of each, i.e., where the resources of each business have been reallocated within the last few years. For example, Ma Bell shifted its focus from telephony and telecommunications to the business of information handling or, as its TV ads proclaim, "the knowledge business". With settlement of its antitrust suit, AT&T moves into the high-technology area with an entity called Baby Bell. This transformation, already nine years in the making, is moving a production-oriented operations company into the marketing mode. An easy task? No! A cultural metamorphosis? Sure enough! Something educators should study? Yes - especially in an era when competitors appear in more different sizes and shapes than ever before and electronic learning represents new challenges.

Discontinuities Impacting the Eighties

In his landmark book of 1968,"The Age of Discontinuity," Peter F. Drucker reported a period of great change in technology, economic policy, industry structure and in the knowledge required to govern and manage. His major discontinuities were: the emergence of genuinely new technologies that fostered the proliferation of brand new industries and major businesses, such as the transmission and application of information, and the demise of still others; the world economy, which would make for one global shopping center; a pluralist society of institutions caused by disenchantment with modern government; and the meteoric growth of knowledge as the central capital and the crucial resource in any economy. He predicted that one-third of the U.S. working population would be "knowledge" workers by 1990. While there has been a premium placed on management since World War I, Mr. Drucker predicted a new wave of entrepreneurship built on the managerial foundations laid in the last 50 years. Instead of obsession with consumption, there will be concentration on production, on creating something new.

Discontinuity and crisis breed action and opportunism. To entrepreneurial managers, this means shifting resources from the less productive to the more productive parts of our business. As the fall of the Shah of Iran and the return of the Ayatollah Khomeni caused oil shortages that launched thousands of car pools, so double-digit inflation and antiquated banking regulations gave rise to money

market mutual funds. Similarly, America's space program spawned high-technology innovations that are affecting the business dramatically. Computer technology is a case in point. If technology had changed the automobile as much as it has computers, Americans would now own half-pound sedans costing $2.70 and getting 1.5 million miles to the gallon. This momentous development of affordable computer and telecommunications hardware offers unique opportunities for providing fast and dependable services to time-starved customers and, in addition, for supplying time-starved employees, professionals, managers and executives with customer and business information. Just look at word processing, teleconferencing, electronic files and mail as forerunners of the second electronic revolution which enhances individual productivity and thereby conserves people's time for more "knowledge" work and client contact. Educators need to position themselves in each layer on this configuration - technological, interpersonal and conceptual. And, in the process, keep remembering Marshall McLuhan's entreaty that "The Medium is the Message".

Just as electronic synthesizers have transformed the sound of a small rock group into that of a huge symphony, so we can multiply our efforts unbelievablly by using new technology. In doing this, the longer service executive, manager, professional, and employee-must learn new skills, namely how to access and manipulate information. As consultant Bob Long recently remarked: "The 1980s will be the decade of personal computing. We're installing computers three times as fast as we are developing programmers. The user is becoming the programmer and problem solver on the computer. In five years, any banker who cannot use the computer to enhance customer servicing or as a decision aid will be functionally illerate."

Mr. Long's observation is not aimed solely at bankers either. Whether in a high-technology company, in information-processing, in the hospitability industry, in health services or in education, being computer literate is a necessity. In automated manufacturing, the worker switches from being an operator to a programmer. That means he needs information and continuous training. As long as those two conditions are met, experience shows that most production-line workers have little difficulty adapting to automation. It is estimated that by 1985 75% of all jobs will involve computers in some way. People who do not know how to use them will be at a disadvantage. Interestingly, Dan Weston, SMU's Associate Dean of External Affairs, tells me that one-half of enrollments for 1983 seminars and conferences fall into the computer-related category. Soaring sales of home computers speak loudly. So does management's clarion call to reduce operating costs through productivity-enhancers. Melding technology and people is a "natural" for professional educators, especially when their own education and growth are valuable by-products.

The entrepreneurial explosion is here! It is characterized as being more brain-intensive than capital-intensive. The book "Small Is Beautiful" must have been prophetic because, of the 9-million new workers in the labor force in the period 1969-1976, two thirds of their jobs were created in small businesses in existence less than

four years. Remember, small business is defined as less than 20 employees. Likewise, new companies are coming into existence at a rate of 600,000 per year, which is quite a contrast to a comparable 93,000 yearly clip 30 years ago. Just think of business friends, community leaders or fellow educators that have taken the entrepreneurial plunge during the last few years. America is the land of opportunity. Yes, and with its risks as well as rewards. How these twentieth century pioneers are supported through continuing education and training from multiple sources is quite essential to our society. The old "business as usual" educational routine will not do. By definition entrepreneurs are purposeful, decisive, pragmatic, impatient for results, and pinched for time. What educational services and delivery systems will meet their needs?

The new values permeating our society are: greater autonomy for both men and women; more freedom to choose one's own lifestyle; life as an adventure, not just an economic chore; the legitimacy and pursuit of leisure; the quest for creativity and self-expression; and a more caring attitude towards others. The desires of most Americans for expanded choices, pluralism in lifestyles and greater freedom are now besieged by practical meat-and-potatoes economic conditions - inflation and modest economic growth - all of which make for a dynamic culture in an uptight economy.

Daniel Yankelovich in his book "New Rules; The Search For Self-Fulfillment" points to the strong need one out of six working Americans have to find self-satisfaction at work, while 80% exhibit a significant preference for job duties that stretch and challenge them. Then, why not use these bona fide motivators to build breadth and depth into daily functions - and to continuously train and educate people both on and off the job? With demographics and economic growth prospects dampering upward mobility to higher level positions, why not enrich current work so that it has deeper meaning and intrinsic worth? And, taking a leaf from the Japanese management book, why not practice qualityfocused team building that hits the corporate bottome-line? All ot these questions have profound implications for educators as they define their roles, target markets and strategies.

Lifestyle and "quality of life" consideration will bring changes as to where people work as well. If people cannot or will not move to jobs, many jobs will move to them via the new electronic highways. Tele-communications and teleprocessing have changed the ground rules for many jobs. Continental Illinois and other leading companies are experiementing with working from the home. As we are on the brink of video shopping services, so support services in banking may be as close as our TV set and telephone receivers. Instead of traveling to in-city central locations, the preferred working mode of some individual contributers who elect to work alone and marketing representatives who are wanting proximity to clients may be remote sites, perhaps in small office complexes and professional buildings. The rigidity of a "9 to 5 downtown every day" routine will likely give way to more fluid forms for select segments of the workforce.

Not only will this "electronic cottage" technology fundamentally alter the way people work, bank, shop and communicate; but also it can affect how we learn. Today's college graduate has been in class 14,000 hours and in front of the TV tube 17,000 hours. The proliferation of full-length movies on videotape for home use is a preview of coming attractions. For example, one TV channel can be divided into smaller channels in order to carry 100 hi-fi stereophonic music channels or 600 lower-quality sound channels with continuous news, weather, sports, stock market quotes, community information, shopping news and adult education programs as their fare. Therefore, the combined technologies of the telephone, computer and television have merged into an integrated information and communication system that transmits data and permits instantaneous interactions between people and computers. This new network is to the information society what the transportation network was to industrial America.

The New England poet, Robert Frost, once said: "A brain is an organ that starts working the moment you get up in the morning and does not stop until you get to the office." Although his amusing and sometimes accurate observation may have hit the mark in prior generations, the 147 percent growth in professional/technical jobs in our economy over the last 20 years signals the ascendency of knowledge workers, most of whom adapt to group settings, exhibit more innovation than other workers, thrive on solving problems, possess a relatively high level of self-discipline, and seek a degree of freedom in choosing the work methods and the environments in which they function. Their knowledge is transferable, fragile and purchased individually. As intellectual capital, knowledge is a creative force for transforming discontinuities into opportunities. This is not limited to executives, managers, operations specialists, engineers, marketers or financial analysts, either. Para-professionals, in the form of customer contact representatives, secretaries and word processing operators also have considerable "soft" knowledge requirements and employ decision-making skills that can readily convert opportunities into performance. The spirit of inclusionism - bringing a mosaic of talents under management's umbrella - not only demonstrates the assumptions companies make about their employees, but is also a wise business strategy. It leads to productivity through commitment.

Some Streams of Consciousness

Building comprehensive continuous education systems involves no one masterstroke. It is composed of a thousand and one big and little actions that cumulatively move us in the right direction. Several bits and pieces of information are vital to concentrate our limited resources.

- Each year companies are spending $3-billion and employing 250,000 full time educators to conduct in-house programs. That mammoth bill can be considered an investment in human resources with pay-offs in business

results or placebos signifying little or anything. Ivan Berg's landmark book, "The Great Training Robbery", points out the wastefulness of poorly conceived and/or poorly executed training and education. Educators occupy a true stewardship role.

- The "golden triangle" of training, education and communication are inseparable. Each must support the other. My definitions are:

  - training, which is an orderly, regular and properly-sequenced approach to learning;

  - education, the broader area which involves the discipline of mind and character through study, observation and instructions and,

  - communication, the intercourse by words, action and non-verbal messages.

- The essence of human resources management is: placement by strengths - what people can do uncommonly well; continuous education; and using people as resources for contribution and new learning. IBM's education budget was $500-million last year. No wonder they excel in a highly competitive industry.

- In America today we have hugh education "distribution entities" already in operation. The logical next step for their survival is to sell their wares to the new mass market - older age groups. The youth culture has passed.

- While the demand for education is increasing exponentially, the demand for traditional education is declining. At this time, about 30% of all homes are wired for cable with 50% more within easy reach. Teleconferencing is expected to displace air travel late in this decade. Betamaxes are everywhere; and discs are ready to make a strong move because of their random access capabilities.

- Talk about not putting actions where our intentions reside! In the financial services business, replete with its "paperwork processing" characteristics, there should be liberal use of information technology to multiply human effort. Strangely enough, only capital expenditures average $2,000 per employee while counterparts in manufacturing and farming have $40,000 and $75,000 per employee invested respectively. In banking, about 5 cents per hour is spent on providing professionals and managers automated information support, compared to 37 cents each hour for clerical personnel. Where are the tools to enhance productivity? Or is it a matter

of an educational shortfall in using the hardware and software at our fingertips?

- Robert L. Katz and Thomas L. Wheelen have written scholarly articles on the skills of an effective manager and what "mix" is required as people move up the management ladder. The secret to upward mobility is developing conceptual skills as well as maintaining interpersonal competence. How does one have the sense of perspective and broadened vision to run an enterprise? Experts say by immersion training, simulations, case studies, task forces, heavy-duty research assignments and the like. Where are the sources of this deep roots education? What are the multiple objectives of universities and professional societies? Be assured there have been transformations of narrow-gauged managers at the Wabash Institute for Personal Development, Aspen Institute and Harry Levinson's "On Leadership" seminar. But, the surface is barely scratched.

- Obsolescence is a word that makes people shudder. A computer executive friend of mine once said he lost five years in a year, as he put it, "letting my mind go to sleep". Studies show that difficult, challenging work combined with continuous education keep professionals, managers, executives and, yes, educators attuned to the new action. It helps them remain productive and creative. Both professional development and personal growth are necessary today. The proliferation of short "how to" courses from micro-computer operations to listening skills to French cooking offer moot testimony to my point.

- A recent Wall Street Journal cartoon pictured two mature women drinking tea and conversing while the man of the house sat stoically in a high-back chair. The wife observed: "Walton has an iron will, nerves of steel, a cast iron stomach and a bad case of rust." This is no time for hesitancy or myopic thinking. The educational resources of Americans must be matched to priority needs or else our nation's future potential will not be realized.

The Marketing of Continuing Education

"Nothing happens until someone makes a sale." So goes the old saw, passed from one generation to another. This saying is useful, though only partially true. Sales are difficult, if not impossible, without the right product or service at the right price and properly presented. Talk to America's Big Three automakers for verification of that statement. So it also goes with continuing education. Think market segmentation. Think research and planning. Think product design

and pricing. Think delivery systems. Think sales and service. One without the other constituent limits success.

The process starts with defining market needs. Hopefully any previous comments have triggered your minds as to they myriad subjects that are basic yet new, essential though not exotic. Productivity and profitability have their genesis in doing something that matters extraordinarily well. There is a bias for grass roots analysis and commitment. Action speaks loudly. For example, executives and middle managers must learn the language of computers. Perhaps sheltered workshops are the answer. Maybe retired executives teaching active executives. The key is to do something that builds productivity.

Entrepreneurs are begging for help - in matters of finance, international economics, automation and marketing. They yearn for convenient, condensed learning, perhaps through audiotapes or videotapes. And, what about knowledge workers in large organizations. They yearn for case studies in entrepreneurship, i.e. how to make of a business a different, more profitable business.

With the educational crises highlighted in newspapaers and magazines across the country, what about remedial education that combines learning this evening in the classroom with doing tomorrow on the job. Think of the experts you most would like to interview for a day or two. Then, picture a teleconference which allows you and others to do just that. Satellites and little ingenuity are at our fingertips, that is, as long as we have some resolve.

Remember the new market segments -

- the 55 and older set wanting enriched lives
- working women seeking their identities
- the unemployed who need new skills
- mid-career knowledge workers wishing to stay abreast of the new action
- older executives and managers starved for time and new learning
- entrepreneurs who are confronting the problems of starting-up and/or success
- budding paraprofessionals determined to make their present jobs more productive and meaningful.

Do not lose sight of the new delivery systems. They span the spectrum - from videotext, teleconferencing and videotapes to summer programs combining recreating and learning. Cable TV, educational TV, programmed instruction and certified instructors are all part of the new look.

Educators will have to design new products. Some will be inexpensive and cater to mass markets where major shortages are bound to occur. Secretaries, programmers, word processing operators, health technologists and vocational counselors are prime examples. Other higher-cost products will cater to executives and highly-paid professionals. These offerings might combine renewal and health experience with retreading of manage-

ment skills. "Networking" education, career assessment and planning, and accounting for the non-accountant are but three subjects worthy of packaging and promotion.

Companies will form alliances with educators to accomplish continuous education. IBM has several coalition programs alive as well as in 13 cities around the U.S. More than 80% of its minority graduates have been placed in word processing, programming and data entry positions six months after graduation. Training with purpose is the answer.

The Japanese management play book stresses continuous education. It comes with each employee's territory. By definition, it never ends just as a human being's mind and creativity are there for the asking. However, stimulation --leadership, if you will-- must trigger the experience. The Eighties signal a landmark era for new learning - to revitalize America.

For several years, while on a vacation trip, my family and I have passed an intersection where one fork was barricaded off with a "Bridge Out" warning. Some enterprising soul had painted a "Since 1979" on the lower third of the sign, as an editorial and quite descriptive commentary. Amazingly, this summer the sign was gone. In its place was a new bridge.

As the song lyric goes: "Love and marriage ... go together like a horse and carriage ...". So goes continuous education and profitability. They are inseparable. Let's build the new bridge together.

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